

# **Exhibit 1**

**SCHOOL DISTRICT OF LANCASTER  
SERVICES FOR ENGLISH LANGUAGE LEARNERS**

**IDENTIFICATION FOR ESL SERVICES**

Students are identified for English as a Second Language (ESL) services through the District Enrollment Center. The ESL Enrollment Specialist reviews student information including school records and the Home Language Survey, completed by each student's parent/guardian. In addition, a language proficiency assessment (the W-APT) is given to students found to potentially need ESL services. Once the assessment is completed, parents and the receiving school site are informed if a student is eligible for services.

**SERVICES**

English language learners (ELLs) receive ESL services to develop English language proficiency, to be successful in the core educational program and participate in activities of interest. Parent involvement in the school program is a key component to the success of ELLs and is strongly encouraged.

ESL services reflect Pennsylvania State ESL standards and are based on students' needs per their language proficiency levels. Students at the Entering and Emerging level receive an average of two to three hours/class periods of ESL instruction per day. Students at the Developing and Expanding level receive one to two hours/class periods of ESL instruction per day. Students at the Bridging level are close to meeting exit requirements and receive services ranging from one hour per day of ESL instruction to services as needed.

Each building provides services based on the developmental and instruction levels of their students through different combinations of pull-out instruction, co-teaching, sheltered content instruction and/or extended learning opportunities. ESL instruction is taught by a PDE certified ESL specialist. Extended services may be offered in a collaborative fashion with other partners such as migrant education, after school programming, and other community partnerships.

The International School located at McCaskey East for grades 9-12 provides intensive ESL support and content-based ESL instruction in a one-year program primarily for "Entering" students. This unique small learning community introduces new cultural values and beliefs while respecting the cultural diversity brought by the students. Students participate in ESL, Sheltered Instruction (SI) Science, SI math, SI social studies, and enrichment subjects. Students develop a beginning level of English proficiency and prepare to enter another small learning community of their choice based on personal interests. Key features of the International School include close communication with families, access to appropriate translation services and assistance in connecting to community resources. Eligibility for this program is determined through screening conducted at the Enrollment Center in collaboration with the facilitator of the International School.

**RESOURCES AND SUPPORTS**

Translation/interpretation is available to parents/guardians. Most documents are provided to parents/guardians in both English and Spanish. Other languages are either interpreted verbally, translated in print, and/or a combination of both. Schools provide interpreter and translation services to ensure the school program is understandable, to help with students' adjustment, and to assist parents as needed.

ESL teachers work with classroom teachers and other staff members to help ELL students. Extended learning opportunities, migrant education services and other interventions are available depending on qualifications and need of the student. If parents have concerns or questions about the services for ELL students, they should meet with the ESL teacher or school principal. Parents may also contact the ESL Coordinator at 717-291-6206.

**EXIT FROM SERVICES**

Services for ELLs  
6/20/2016

Students are assessed annually to determine eligibility for exit from services. Standardized state language proficiency assessments, district assessments, student work, and teacher input are all part of the decision making process. ESL staff monitors exited students for two consecutive years.

\*See PA Exit Procedures Document for further clarification.

## **SERVICE DELIVERY MODELS**

Several service delivery models are utilized throughout the School District of Lancaster. The type of service delivery is based on the individual needs of the English Language Learner. The following descriptions outline each service delivery model (from 2013-2014 PIMS Manual v. 1.0). The chart below highlights the service delivery model(s) used at each site.

**Sheltered instruction programs:** Sheltered instruction programs often serve ELLs from more than one language background. Instruction is in English adapted to the students' English proficiency levels and provides modified curriculum-based content. Teachers enhance context by providing visual props, hands-on learning experiences, drawings, pictures, graphic organizers, and small group learning opportunities. Sheltered English instruction programs offer instruction to ELLs at lower English proficiency levels, who are often newcomers to the United States. The goal of the program is English and academic content acquisition.

**Pull-out ESL:** Pull-out programs remove ELLs from the general education classes to pre-teach, teach, or re-teach English language skills and/or academic content covered by the general education classroom teacher. Some programs, especially those with smaller populations, work with ELLs outside the regular classroom to review academic content before the regular classroom teacher covers that same content in the classroom. For the latter, both ESL and classroom teachers coordinate lesson plans throughout the year.

**Structured English Immersion:** Structured English Immersion programs serve ELLs in the mainstream classroom. Usually, students receive individual (or small group) support, often from ESL teachers or bilingual instructional aides in the classroom setting.

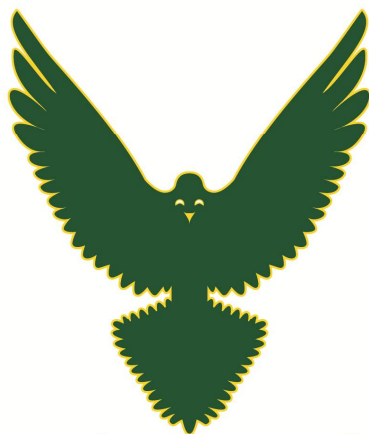
**Content-based ESL:** Content-based ESL (CBE) programs teach language through content by contextualizing the English but maintaining the crucial academic content and concepts. CBE programs are frequently used in Local Education Agencies (LEA's) serving large numbers of ELLs. English is the language of instruction and is taught through language related to the content areas of mathematics, English language arts, science, and social studies. The goal is twofold: proficiency in English and academic achievement in the content areas.

**Two-Way Immersion and Dual Language (Bilingual):** Two-Way Immersion and Dual Language programs use two languages in instruction with bilingualism and biliteracy as the goal. A two-way immersion program is a type of dual language program and is sometimes called a "two-way dual language" program. These are bilingual programs that serve English speakers and ELLs in the same classroom, usually with a 50/50 mix of students from each population. Both English and the first or native language of the ELLs are used for approximately 75-90% of content and language arts instruction in the early grades, with a gradual reduction to 30-50% of instruction in the native language of the ELLs in the content are language arts.

## **SERVICE DELIVERY BY SITE**

Buchanan Elementary	Structured English Immersion, Pull-out ESL
Burrowes Elementary	Content-based ESL, Pull-out ESL
Carter & MacRae Elementary	Pull-out ESL, Structured English Immersion
Fulton Elementary	Pull-out ESL, Structured English Immersion, Content-based ESL
Hamilton Elementary	Pull-out ESL, Structured English Immersion, Content-based ESL
King Elementary	Pull-out ESL, Structured English Immersion, Content-based ESL
Lafayette Elementary	Pull-out ESL, Structured English Immersion, Content-based ESL
Martin Elementary	Content-based ESL, Pull-out ESL, structured English-immersion
Price Elementary	Pull-out ESL, Content-based ESL, Structured English Immersion
Ross Elementary	Pull-out ESL
Washington Elementary	Pull-out ESL, Structured English Immersion, Sheltered Instruction
Wharton Elementary	Dual Language, Content-based ESL, Structured English Immersion, Pull out ESL
Wickersham Elementary	Pull-out ESL, Content-based ESL, Structured English Immersion
Reynolds Middle	Pull-out ESL, Sheltered instruction, Content-based ESL
Lincoln Middle	Pull-out ESL, Structured English Immersion, Content-based ESL
Hand Middle	Pull-out ESL, Content-based ESL
Wheatland Middle	Pull-out ESL, Content-based ESL
McCaskey Campus	Sheltered English Instruction, Structured English Immersion, Content-based ESL
Alternative Ed – Cyber, DASH, Camelot	Structured English Immersion, Pull-out ESL

# **Exhibit 2**



phoenix academy

*Home of the Firebirds*

**2015-2016**

# **STUDENT HANDBOOK**



**Your Future Starts Here**

**Phoenix Academy**

630 Rockland Street

Lancaster Pennsylvania, 17602

Office: (717) 735-7860

## **Welcome to Phoenix Academy**

This Student Handbook, containing the Student Code of Conduct (School Code), explains accepted behavioral and academic norms, policies and procedures at Phoenix Academy. Our goal is for all high school students to earn 11 credits per year; however, make sure you are putting forth 100% effort because no credits will be given away to those who do not earn them. The staff at Phoenix Academy is dedicated to providing a safe and positive environment for our students. If you have any questions about any component of the school code, we will be happy to answer your questions. The student code is designed to assist you to focus on your education and behavior in order to do your best!

Good Luck and Stay Positive!

**Megan Misnik, M.Ed.**  
**Executive Director**

***Camelot Mission Statement***

Camelot Education is deeply committed to the academic and social success of its students. Through partnerships with educators across the country, we excel in reengaging, graduating and preparing students for success in K-12 and beyond.

***Phoenix Academy Mission Statement***

Phoenix Academy pledges to overcome obstacles, discover individual potential, and establish goals for the future in a rigorous academic environment!

***Phoenix Academy Vision Statement***

Phoenix Academy is dedicated to establishing the most extraordinary learning environment that allows our students to spread their wings to their fullest potential and soar into the future!



**SCHOOL DISTRICT OF LANCASTER  
2015-2016  
STUDENT CALENDAR**

**July 15**

S	M	T	W	T	F	S
			1	2	X	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**January 16**

S	M	T	W	T	F	S
					X	2
3	4	5	6	7	8	9
10	11	12	13	14	[15]	16
17	X	19	20	21	22	23
24	25	26	27	28	29	30
31						

**August 15**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	(20)	(21)	22
23	24	25	26	27	28	29
30	31					

**February 16**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	X	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

**September 15**

S	M	T	W	T	F	S
		1	2	3	4	5
6	X	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**March 16**

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	X	29	30	31		

**October 15**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**April 16**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**November 15**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**May 16**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**December 15**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**June 16**

S	M	T	W	T	F	S
			1	[2]	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**All Staff Meeting August 20, 2015 (AM)**  
**School Year Service Staff Report August 20, 2015**

- △ First Student Day August 24, 2015
- ▲ Grades 10, 11 & 12 Report August 25, 2015
- ▽ Last Student Day June 1, 2016

**X Holidays and Common Calendar Days**

July 3, 2015  
September 7, 2015  
November 26 – 30, 2015  
December 24, 25 & 31, 2015  
January 1 & 18, 2016  
February 15, 2016  
March 25 & 28, 2016  
May 30, 2016

- [ ] **Schools Closed Teachers on Duty**  
August 20, 2015 (½ work day PM)  
August 21, 2015  
January 15, 2016 Design & Development Day  
June 2, 2016

**/ Schools Closed – Offices Open**

September 4, 2015  
December 28 – 30, 2015  
February 12, 2016  
March 24, 2016  
April 26, 2016

- **Support Staff Days**  
August 20, 2015 – Professional Development  
August 21, 2015 – Work Day

**△ Teacher Professional Development Days**

August 17 – 19, 2015  
October 12, 2015  
November 3, 2015  
June 3, 2016 OAA DAY

Marking Periods	
1st	8/24/2015
2nd	10/29/2015
3rd	1/19/2016
4th	3/29/2016

**Keystone Exams**

December 2 - 16, 2015: Algebra I, Biology, Literature  
January 6 - 20, 2016: Algebra I, Biology, Literature  
May 16 - 27, 2016: Algebra I, Biology, Literature

**PSSA**

April 11 - 15, 2016: Grades 3 – 8 English Language Arts  
April 18 - 22, 2016: Grades 3 – 8 Mathematics  
April 25 - 29, 2016: Grades 4 & 8 Science

Snow make-up days are February 12, March 24 and April 26, 2016. November 30, 2015 is consistent with original Board intent to alternate the Wednesday before with the Monday after Thanksgiving.



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## **PROGRAM GOALS**

Phoenix Academy has three basic goals, as a program, for all students

- To recover credits needed for graduation
- To change behavior from anti-social to pro-social
- To develop life skills that will help sustain this change

## **STUDENT GOALS**

Each student will have five basic goals that correspond with transitioning to another school

- To achieve 90% or better attendance record
- To complete 90% of assignments given to them (green academic rating)
- To achieve “Firebird Status” (behavior rating)
- To earn 5.5 credits each semester
- To complete these requirements in order to be promoted to the next grade level/graduate



**School District  
of Lancaster**

*Together We Can!*

The Purpose of Phoenix Academy's Dress Code is to facilitate a learning focused environment where students are not distracted by things of a materialistic nature. Please remember that any clothing or items deemed inappropriate will be confiscated. Parents or guardians may come to the school to pick up most confiscated items. While in Phoenix's custody, such items shall be stored in a secured area. Phoenix is not responsible for any lost or stolen items.

### **MANDATORY SCHOOL UNIFORMS**

Students must wear the prescribed school uniform, described below, while attending Phoenix Academy. **Any student not wearing the appropriate school uniform will be sent home.** The school uniform consists of the following:

**SHIRTS** –Phoenix Academy collared polo style shirt. (The first uniform shirt is provided for you; additional shirts can be purchased for \$10.)

- Shirt must be tucked into pants at all times.
- Students requiring additional warmth are permitted to wear a long sleeve shirt underneath the school shirt. The School shirt must always be tucked in, even if another shirt is under.

**PANTS** – Khaki/tan Pants (no shorts).

- Pants must be properly sized and belted at the waist. (Pants must not be oversized, baggy, or too tight)
  - NO SPANDEX MATERIAL, Jeggings, leggings etc.
- Heavily tattered pants are not acceptable. Front pockets on all pants must be able to be pulled out.
- Pants with multiple pockets (i.e. cargo pants) are not permitted.

**BELTS** – A plain belt with a buckle must be **Worn At All Times.**

**SHOES** – The following footwear will not be permitted:

- Slip on shoes, sandals, crocs, slippers, flip-flops, sneakers without laces, steel-toed work boots, heels higher than one inch
- **Footwear must be tied at all times.**

All students will be searched every morning upon entrance to the school. The following items are considered prohibited and will be confiscated by Phoenix Academy staff:

- Jewelry of any kind including watches, rings, earrings, necklaces, bracelets, piercing, etc. If jewelry is brought to school it will be confiscated.
- **Any piercing will be removed before entrance to school is allowed, even if the piercing is new and will close by the end of the day, no jewelry will be allowed in.**
- Displaying **gang affiliation** of any kind.
- Clothing or apparel with lettering or pictures of any kind.
- **Bags, purses, and backpacks** are not permitted.
- **Head gear, sunglasses, and headphones** of any kind may not be worn in the building.
- **No CELL PHONES or other electronic devices.** School personnel will confiscate these items and a parent or guardian will be required to pick up the items. **Phoenix Academy is not responsible for any lost or stolen Cell Phones.**

**All students are subject to search in an appropriate manner by authorized personnel, at any time.**

### ***Student Appearance***

Here at Phoenix Academy we are preparing our students for the career field; we will have professionals from various fields in and out of the school to meet and speak with students about college and careers. Therefore, we want them to be conscious of their appearance towards professionals.

- Hair, including facial hair, must be neat and groomed.
- Female hair must be neat and only covered rubber bands and clips allowed. Combs, brushes, hair picks, hair beads, bandanas and barrettes are not allowed.
- Finger nails must be clean and trimmed.

### ***MONEY***

Students may not bring more than \$10.00 to school. **Purses are not permitted.** Money must be in the form of paper money. If more than \$10.00 is brought to school, it will be confiscated by school personnel and may be picked up by the student's parent or guardian. **Phoenix Academy is not responsible for any lost or stolen money.**

### ***FOOD/DRINKS***

**No outside food or drinks are permitted in the building.** Students **may not** bring a packed lunch. Phoenix Academy provides a nutritious breakfast and lunch to all students. Dietary needs will be handled on an individual basis. Students will not be allowed into the building with food or drink; it must be finished outside or thrown away. No food or drink for **any** special occasion, e.g. birthdays or holidays, may be brought in; food will be confiscated and thrown away.

## **ATTENDANCE**

Phoenix Academy conforms with all laws, rules, and regulations relating to attendance as prescribed by the Commonwealth of Pennsylvania and the School District of Lancaster. In addition, Phoenix Academy follows the School District of Lancaster's adopted school year calendar. Those written policies and rules adopted by the School District of Lancaster that govern pupil attendance with section 11.41 (b) of the Pennsylvania Education Code, shall apply.

## **EXCUSED ABSENCES**

The Pennsylvania Education Codes provides excused absences in certain cases. A listing of the most common situations for excused absences follows below. **In all cases, a parent or guardian must verify the excused absence in writing.** In cases where the absence is not anticipated, the student's parent or guardian must notify the school by telephone and appropriate documentation verifying the student's absence must be provided to the school when the student returns.

Acceptable Reasons for Excused Absences include:

- Religious holidays and religious instruction, limited to 36 hours per school year (written parental request required prior to student absence).
- Health care, where service is not available outside of school hours (homebound instruction may be required).
- Temporary excusals due to illness or other urgent reasons (where absences are for three days or more, a written statement is required by the treating physician or health-care professional).
- Court ordered or other verified legal appointments (prior documentation from court or probation officers is required).
- A death in the immediate family or funerals of close relatives.

## **UNEXCUSED ABSENCES**

An unexcused absence is an unauthorized absence from the school. **Procedure and consequences are as follows:**

- Student's parent or guardian will be notified of the consequences of any further unexcused absences from school.
- If a student is involved with juvenile probation, the student's probation officer will be contacted.
- Student will fall behind academically in their classes and therefore put themselves in jeopardy of failing.

**Bottom line: Phoenix Academy takes student attendance very seriously. You are expected to attend every class of every day of instruction. An attendance of 90% is required to set each student up for success.**

## **TARDINESS**

All students are required to enter the school on time. Any student who comes to school after such time will be required to provide documentation that identifies the student's name, reason for tardiness, telephone number, and signature of the parent/legal guardian or health care professional. Each note is subject to review by the School Administrator to determine if the tardy is excusable.

## **INCLEMENT WEATHER**

School may be closed for "snow days" or "inclement weather" days. Local television stations or radio stations, and/or the School District of Lancaster website may have information about school cancellations or delayed schedules due to inclement weather. Parents or guardians are asked to follow any announcements made by the School District of Lancaster. In the event school is closed due to inclement weather, students will be required to attend school on scheduled "snow make-up days" for the same number of days school was closed. **TWO HOUR DELAY-DOORS OPEN AT 9:30AM UNTIL 10:15AM**

## **MAKE-UP WORK PROCEDURE**

All students will be given the opportunity to complete work missed or make-up computer time resulting from all absences, as long as the student has brought documentation to excuse their absence. Once proper documentation has been verified, it is the responsibility of each student to approach his or her teacher to receive make-up work. The following is the procedure for receiving make-up work:

- Students will have the number of days equal to the number of days of absences to complete missed work.
- The time allowed to complete missed computer time during absences will be determined by the classroom teaching staff.
- Failure to turn in work or complete work within the timeframe provided may result in the student receiving no credit for the work missed.

## **STUDENTS RIGHTS**

Phoenix Academy students have specific rights and responsibilities, which are listed below:

- Students have a right to fair and impartial treatment.
- Students have a right to be informed of Phoenix Academy norms, exceptions, procedures, and policies relating to school operations.

- Students have a right to an educational experience free of harassment, intimidation, threats, harm, assault, and humiliation.
- Students have a right to fair and impartial treatment regardless of race, national origin, color, creed, physical handicap, or sexual orientation.
- Students have a right to nutritious meals, sanitary facilities, and a safe, functional, and maintained facility.
- Students have a right to proper medical attention.
- Students have a right to report any problem or to register complaints regarding any aspect of the school without fear of punishment in accordance with published grievance procedures.

### ***STUDENT RESPONSIBILITIES***

- Students are responsible for following the norms, procedures, schedules, and directives of school personnel while at school.
- Students are responsible for showing respect to students and staff at all times, and may not use language or exhibit behavior in a manner that would be demeaning or vulgar, or that would imply any type of prejudice or discrimination toward any student.
- Students are responsible for conducting themselves lawfully by not accepting or passing contraband, and by not violating the law.
- Students are responsible for requesting necessary medical care.
- Students are responsible for making up work when they have had legal and excused absences.
- Students are responsible for maintaining good personal hygiene (ex: clean clothes, well-groomed hair and fingernails, etc.).

### ***BEHAVIOR MANAGEMENT***

Every student at Phoenix Academy will be expected to understand, adhere to, and respect the behavior management model that is our Normative Culture. Students will also be expected to hold other students accountable and offer support in their efforts to manage behavior.



Phoenix Academy uses norms and a normative culture to operate the program. A norm is an **expected behavior** of a group, or an individual of that group. This means it is what most people do (ex: “At Phoenix Academy it is *normal* to see...” An example of a norm is that we expect all people to treat each other with respect). The norms listed below are Phoenix’s expectations of student behavior.

- We respect each other
- We treat school personnel with respect
- We don’t fight or horseplay
- We don’t play staff on staff
- We don’t steal
- We keep our shirts tucked
- We don’t tolerate graffiti
- We don’t lie
- We don’t support negative behavior

***Phoenix Academy also has in place...***

### **SIX STEPS TO SUCCESS**

1. HELP TO CONFRONT YOUR PEERS
2. ACCEPT ALL REDIRECTIONS RIGHT OR WRONG, WEAK OR STRONG
3. BE WHERE YOU ARE SUPPOSED TO BE ON TIME; PLAN AHEAD
4. DO WHAT YOU ARE SUPPOSED TO DO
5. TAKE PRIDE IN PHOENIX ACADEMY
6. WORK TOGETHER TO SUCCEED

Phoenix Academy wants students to take leadership roles. Students are expected to help their peers and teachers throughout the school. All students are expected to promote a positive, normative environment.

### **EXPECTED STUDENT BEHAVIORS**

Students are expected to maintain appropriate behavior at Phoenix Academy. These are the general expected behaviors:

- **Be on time and be on task** – Attend all classes on time and persist at activities until completed as assigned.
- **Cooperate with others** – Interact and comply with school personnel and other students appropriately; follow directions.

- **Follow all norms/policies** – Effectively direct actions to maintain expected behaviors, while accepting all redirections.
- **Use self-control** – Refrain from impulsive behavior by self-monitoring your behaviors.
- **Complete all work/Make-up work/Correct work (as necessary)** – Finish all assignments and consult with teachers to make-up work and correct assignments, as instructed.

### ***UNACCEPTABLE BEHAVIOR***

Students are expected to maintain appropriate behavior at Phoenix Academy. These are the general examples of behaviors that are not tolerated:

- Playing staff on staff (ex: When told “no” by one staff; going to another staff in order to get a “yes”)
- Rude and disrespectful behavior
- Refusal to follow directions; refusal to do work
- Classroom disruption
- Cheating or copying the work of another student
- Drugs on campus
- Being under the influence of an alcoholic beverage, intoxicant, or any substance while on school property or any other school function
- Fighting
- Damaging or destroying school property
- Truancy
- Skipping School
- Conspiracy (ex: helping another student violate school polices)
- Disrespecting staff
- Gambling
- Theft
- Hazing, bullying, and/or racial slurs
- Arson
- Felonies of any nature
- Indecent behavior (obscene and vulgar behavior)
- Serious or persistent misbehavior

### ***CONSEQUENCES FOR FAILING TO FOLLOW NORMS***

Depending on the norm that is not being followed, or the severity of the infraction, accountability in the form of consequences will be administered by Phoenix Academy staff. When norms are not followed the following consequences may and will occur:

- Norm Infraction Report
- Student Conference
- Possible loss of status (behavior rating)
- Parent Conference

- Loss of privileges
- Special Assignments
- Restitution
- In-School Suspension
- Behavioral Contracts/Action Plans
- Removal from class and extra-curricular activities
- Incident Report
- Referral to a probation officer for possible violation or a law enforcement agency
- Violation of probation or Arrest

***INCIDENT REPORT***

An Incident Report will be generated when a student exhibits any of the following behaviors:

- Major disruption of the educational process
- Threat or harm to themselves or others
- Destruction of school property
- Persistent misbehavior
- Fighting
- Graffiti
- Terrorist threats to staff or other students
- Vandalism
- Contraband (i.e. drugs, weapons, pornography etc.)
- Gang affiliation
- Any circumstance that staff must use a Student Escort
- Any circumstance that staff must use an Emergency Safety Intervention
- Any incident that is deemed inappropriate by Phoenix Academy staff

**CHAIN OF COMMAND AND GRIEVANCE POLICY**

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‘Please call the main office or contact your child’s team leader directly if you would like to set up a time to meet.

**ORIENTATION**

When a student arrives at Phoenix Academy, the student is made aware of the academic and behavior modification plans that are used at the school. During this orientation the student will be informed that if they have a problem while at Phoenix Academy, they may use any or all of the following steps in the grievance process. It is also expected that while voicing a grievance, respectful conduct and language is used throughout the process:

- Discuss the problem with your peers
- Discuss the problem with your Firebird Club members
- Discuss the problem with your Executives
- Discuss the problem with a Teacher
- Discuss the problem with a Behavior Specialist
- Discuss the problem with your Team Leader
- Discuss the problem with your Executive Director

## **BEHAVIOR RATING SYSTEM/RESPONSIBILITIES**

### **NEEDS IMPROVEMENT**

Needs Improvement status is the lowest behavior rating and is reserved for all students with documented and persistent behavior problems. The following are the responsibilities of students with a Needs Improvement Rating:

- Maintain respect for every individual student and staff member in the school
- Understand that “yes”, “no”, and “excuse me” is how they address all school personnel and visitors.
- Study and understand their Student Handbook including the Student Code of Conduct
- Learn all school personnel and student names and understand the daily school schedule
- Understand how norms and redirections are utilized at Phoenix Academy
- Demonstrate conformity to the Phoenix Academy culture
- Grow personally, academically, and behaviorally while at Phoenix Academy

For students whose behavior rating drops to Needs Improvement status should expect the following to occur:

- Student shall NOT have an attitude about dropping to Needs Improvement
- Students shall accept the drop in rating as feedback and “bounce back” by self-correction the issues that placed them on Needs Improvement

**A Needs Improvement has NO PRIVILEGES. DOING NOTHING IN CLASS IS NOT AN OPTION and will cause the student to not progress.**

### **NEUTRAL**

All new students coming in to Phoenix Academy start at the Neutral status rating. At the Neutral level, students may be unsure of the processes and methods used at Camelot but are able to demonstrate the ability to adjust to the normative culture in the following ways:

- Become more vocal in confronting the negative behavior of their peers
- Demonstrate support for and maintenance of the normative culture at Phoenix Academy
- Grows personally, cognitively, and behaviorally while at Phoenix Academy.

**POSITIVE**

Student demonstrates the ability to confront negative behavior and supports the positive normative culture at Phoenix Academy on a consistent basis in the following ways:

- Is vocal in confronting the negative behavior of their peers
- Supports and maintains the normative culture at Phoenix Academy
- Grow personally, academically, and behaviorally while at Phoenix Academy
- Demonstrates appropriate behavior constantly while on campus or at off-campus events.

At the Positive level, the students are being observed by school personnel for their ability to consistently confront negative behavior and for their ability to consistently maintain and promote positive behavior. School personnel are looking to see if the students have the leadership qualities and decision-making abilities to become school leaders. School personnel are also observing the students' abilities to interact appropriately with other students with minimal or no staff direction. The students are also being observed to see whether or not they are helping their peers.

**PLEDGE**

Once a student has earned the status of Pledge, the student is issued a **Pledge Log**. **Completion of the Pledge Log is required for the student to move to the next level.** Pledges' must demonstrate the following:

- Is consistently vocal in confronting negative behaviors of other students (documented in Pledge Log)
- Demonstrates pride in their Pledge Log
- Consistently supports and maintains the normative culture at Phoenix Academy
- Provides appropriate mentoring to new students, with staff guidance.
- Exhibits leadership in all areas relating to Phoenix Academy
- Grow personally, academically, and behaviorally while at Phoenix Academy

At the Pledge Level, the students should be effectively using their time in confronting their peers and by filling out their Pledge Logs. It is very important that the students understand that school personnel are observing their confrontation style with other students and will look at their Pledge Logs to see who they have been confronting, the reason for the confrontation, and the overall appearance of the Pledge Log. The Pledge Logs and the students' behaviors will determine if they are promoted.

**Firebird**

The Firebird behavior rating is reserved for those students who have distinguished themselves as trustworthy and responsible. Firebirds form the student government of Phoenix Academy and are eligible to plan and recommend class trips and activities. Firebirds must demonstrate the following:

- Completed their Pledge Log and Firebird Test and are now members of the Student Government
- Are consistently vocal in confronting the negative behavior of their peers
- Support and maintain the culture at Phoenix Academy
- Provide mentoring for new students and lower status students consistently
- Support school personnel in all areas consistently
- Provide leadership in all areas at Phoenix Academy
- Ensure processes are followed correctly and communicates with school personnel concerning school-related issues
- Grow personally, academically, and behaviorally while at Phoenix Academy
- Consistently set a positive example and standard of conduct while on campus and attending off-campus events.

The students should be self-directed in confronting and enforcing the normative culture at Phoenix Academy. They should be role models for all other students on campus. Being a Firebird means the students are trusted, have the ability to make decisions, and consistently maintain positive behaviors. Firebirds are responsible for supporting and maintaining the normative culture at Phoenix Academy.

**EXECUTIVE**

Students have earned the highest status of the Firebirds and, by doing so, are officially the leadership of the student government. An Executive has demonstrated the ability above and beyond the Firebirds to help redirect other students, as well as, help the school run smoothly from day to day. Executives also are the most trustworthy students, having the ability to help teachers carry out daily tasks. An Executive must demonstrate the following:

- Is vocal in confronting their peers consistently
- Supports and maintains the normative culture at Phoenix Academy
- Mentors new students and lower-level students consistently
- Supports school personnel
- Ensures processes are followed correctly and communicates with school personnel concerning school-related issues
- Grows personally, academically, and behaviorally while at Phoenix Academy
- Sets the positive standard of conduct while on campus and on off-campus events.

As an Executive, the student has arrived at the highest trust level for students. They should be confronting and enforcing the normative culture at Phoenix Academy. They should lead by example and consistently assist other students with their problems. All Executives MUST have strong decision-making abilities. Issues and problems are reported to the Executives, and they are relied upon by school personnel to make good decisions and to ensure all students are treated fairly.

## **SEVEN LEVELS OF REDIRECTION**

Phoenix Academy's culture is based on positive peer group pressure and redirection. School personnel and students must model pro-social behaviors and redirect all negative or anti-social behavior using the Seven Levels of Redirection. The following seven levels will serve as a guide in establishing and maintaining the schools positive normative culture:

### **1. FRIENDLY NON-VERBAL**

The friendly non-verbal directive is the first level of redirection. When a staff member observes a student who is violation school norms, they will give the student a friendly non-verbal gesture. These gestures are made with the eyes, hands, head or body. These gestures are used to change the behavior of the student immediately at the time of the problem. Non-verbal gestures are given with empathy and are designed to effect change.

### **2. CONCERNED NON-VERBAL**

If a student does not respond appropriately to a friendly non-verbal directive, the next level of redirection is concerned non-verbal. School staff shall non-verbally communicate a directive to the student designed to eliminate the school norm violation. Concerned non-verbal communications are delivered in a more serious manner, focusing on concern with the student involved in the incident.

### **3. FRIENDLY VERBAL**

If the student does not respond to the concerned non-verbal, the next level of redirection is friendly verbal. School staff shall verbally communicate a directive to the student designed to eliminate the school norm violation. Friendly verbal communications are delivered in a cordial manner, focusing on concern with the student involved in the incident.

### **4. CONCERNED VERBAL**

After a student has been given a friendly verbal communication concerning his/her negative actions and disregards this step, the next level of redirection is concerned verbal. The concerned verbal communication informs the student in question that their actions have become a serious concern to that staff member. The staff member accomplishes this by using proximity, different voice levels, facial expressions and non-physical actions.

## **5. STUDENT STAFF SUPPORT**



Staff support is requested when a student ignores the concerned verbal communication. Other staff members and students will be requested to lend support to the redirecting staff. This is used to alert the student that his/her actions have reached a high level of concern and to enlist peer group pressure to help alleviate the situation. **THIS IS THE LAST LEVEL IN WHICH STUDENT ASSISTANCE MAY BE SOUGHT.**

## **5. STUDENT ESCORT**

This level of redirection consists of a staff member escorting the student to a safe location, or out of a classroom, where it is deemed reasonably necessary to stop repeated disruptions or to prevent harm to themselves, another student, Phoenix Academy staff, or other persons or property at Phoenix Academy. If at this point, the student has not accepted any of the non-verbal or verbal communications, the staff then explains that they are extremely concerned about the student's present behaviors and would like them to cease their negative actions. **This is the last level where a confronting staff member is giving the student in question an opportunity to calm down and not lose face or peer group status. Hopefully, the confrontation will end at this point.**

## **7. EMERGENCY SAFETY INTERVENTION (ESI)**

If at any point the student becomes an imminent threat to themselves, others, or school property, it is the responsibility of the staff involved to physically restrain the student until they are calm and controlled. The redirecting staff will use the least amount of physical restraint necessary to control the situation. Restraint shall be terminated as soon as the student's behavior indicates that the threat of imminent self-injury, or injury to others, is absent. Any restraint incident resulting in bodily injury to a student shall be reported to school district officials as soon as practically possible. In addition, in the instance of any Emergency Safety Intervention the parents of the student shall be notified the same day.

## **TOWNHOUSE**

Townhouse begins every day and ends every day. It is a time when all students on each respective team are gathered together in one room and important announcements are made as well as recognition given for achievements. Paying attention and following directions in Townhouse is of the utmost importance as every student and staff member are present, making it a large group setting where the normative culture of the whole school is represented.

## **GUIDED GROUP INTERACTION (GGI)**

The students will take part in GGI Monday through Friday. GGI is a form of group process that utilizes peer pressures to change behaviors. GGI also focuses on group dynamics, the importance of peer group pressures in relation to delinquency, and methods for observing and channeling of peer group

pressures. The objective of GGI is to alter anti-social and delinquent behaviors and is achieved by directing behavior toward pro-social goals. A GGI curriculum will be implemented and students will earn state credit.

### ***FIREBIRD CLUB***

The Firebird Club is the student government at Phoenix Academy. This group is responsible for the development of positive leadership, the support of the positive normative culture, and providing an opportunity for students to gain recognition for pro-social behaviors. The Firebird Club is also empowered to suggest and plan field trips and other student events. All students are eligible to become a part of this high status club.

### ***MEDICAL***

Students needing to see the school nurse will be afforded that opportunity. Based on the nurse's evaluation, the student may be sent back to class or the student's parent or guardian may be called to pick the student up. If a medical emergency exists, students may be transported to local hospitals for medical attention, and parents or guardians will be notified.

Any student who requires medication during school hours is required to have all necessary documentation completed and **MUST** make arrangements with the nurse. The student's parent or legal guardian **must bring the medication to school and check it in with the school nurse. Under no circumstances will students be allowed to transport medications to school.** Student medical prescriptions will be dispensed by the nurse.

Left over medications or those that must be sent home must be picked up by the student's parent or guardian. **Under no circumstances will medications be sent home with the student.**

### ***EMERGENCY PROCEDURES***

All students attending Phoenix Academy will become familiar with the school's emergency procedures. Fire drills, evacuation drills, lock down drills, and severe weather drills will be conducted throughout the school year. Students will also become familiar with the location of fire extinguishers and fire alarms.

Students are required to take the mandated state testing. We here at Phoenix Academy ask that our students be present on all testing dates and take these assessments seriously. The scores reflect not only on the school but on their individual student records as well. Students will be well informed when testing is to take place, and who will be testing.

### KEYSTONE EXAMS

· Algebra I, Biology & Literature

December 2<sup>nd</sup> -16<sup>th</sup>

January 6<sup>th</sup> - 20<sup>th</sup>

May 16<sup>th</sup>-27<sup>th</sup>

### PSSA

·English Language Arts

April 11<sup>th</sup>-15<sup>th</sup>

·Math

April 18<sup>th</sup>-22<sup>nd</sup>

·Science

April 25<sup>th</sup> – 29<sup>th</sup>

### CODE OF CONDUCT FOR TEST TAKERS

#### DO...

- Get a good night's sleep.
- Eat a good breakfast.
- Listen to, read, and follow all directions given.
- Ask questions if you do not understand the directions.
- Read each question carefully, especially multiple-choice items that ask for the "best answer." Also, be sure to read any open-ended items and writing prompts carefully before responding.
- Be careful when marking your answers so that you do not skip spaces or fill in the wrong sections.
- Make sure to completely fill in the bubble for the answer you select and erase completely any answers you change.
- Keep your eyes on your own test.
- Try to answer each test item.
- Check that you have completed all the test items in the test section before closing your test booklet or submitting your final responses online.
- Report any suspected cheating to your teacher or principal.

#### DO NOT...

- Bring notes with you to the test.
- Bring any electronic devices (e.g., cell phones, smart phones, etc.) other than an approved calculator, if applicable, to the test.
- Share a calculator with others.
- Use the bubbles in the answer booklet to either eliminate possible incorrect answers or possible correct answers. Mark only the bubble for the one correct answer you have chosen.
- Talk with others about questions on the test during or after the test.
- Take notes about the test to share with others.
- Leave an online test session until the session is complete or until instructed to do so.

**Phoenix Academy  
School Wide Rubric ~ How your grade is formulated...**

<b>Measure:</b>	Earn an A: >90% High Proficiency	Earn a B: 80% Proficient	Earn a C: 70% Minimal Proficiency	Earn a D or F: < 69% Inadequate Proficiency
<b>Attendance 10%</b>	Student is present in school 90% or better during a marking period.	Student is present in school between 89% and 80% during a marking period.	Student is present in school between 79% and 70% during a marking period.	Student is present less than 69% of a marking period.
<b>Class Participation/ Behavior 10%</b>	Student is engaged in the lesson and appropriately participates in the discussion that allows for enhanced learning and is on task 90% or better during a marking period.	Student is often engaged in the lesson and appropriately participates most of the time in discussions and is on task between 89% and 80% during a marking period.	Student is sometimes engaged in the lesson and sometimes participates in class discussion and is on task between 79% and 70% during a marking period..	Student is not engaged in the lesson does not participate in class, and stays on task very little.
<b>In Class Assignments 50%</b>	Student completes work on time and completes at least 90% of the work.	Student turns in work on time and completes assignments within 80%-89% accuracy.	Student turns in work erratically and completes assignments with 70% - 79% of the time.	Student turns in work late or not at all on a regular basis and completes the work with an accuracy of 69% or lower.
<b>Formal Assessments 30%</b>	Student averages 90%-100% on quizzes, tests, and projects.	Student averages 80% - 89% on quizzes, tests, and projects.	Student averages 70% - 79% on quizzes, tests, and projects.	Student averages 69% or lower on quizzes, tests, and projects.

**GRADING PROCEDURES**

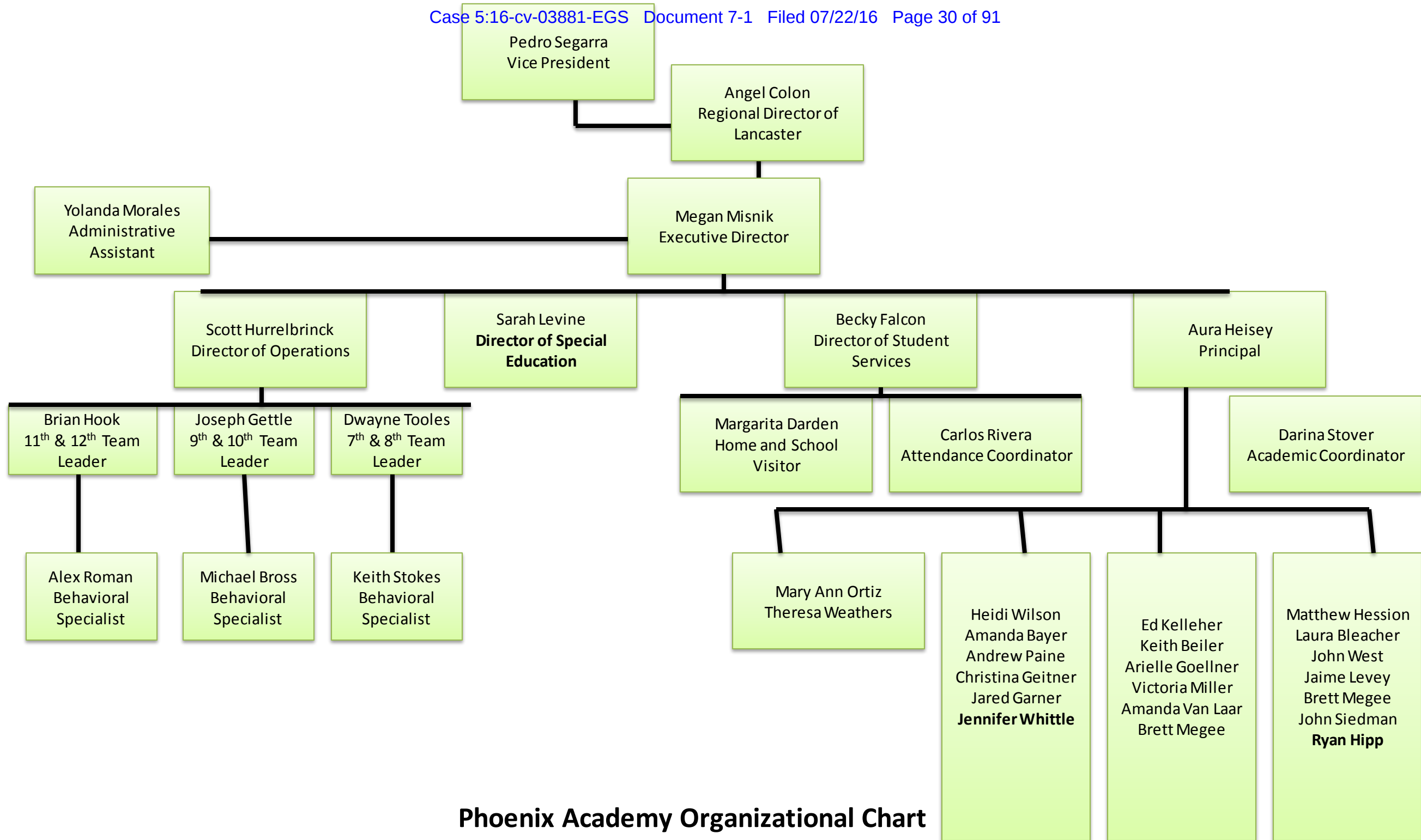
<b>Letter Grade</b>	<b>Grading Scale (Teachers)</b>	<b>Quality Points (Pentamation)</b>	<b>(QP) Weighted: QP + 1 (Pentamation)</b>
A	93-100	4.00	5.00
A-	90-92	3.67	4.67
A+	87-89	3.33	4.33
B	83-86	3.00	4.00
B-	80-82	2.67	3.67
B+	77-79	2.33	3.33
C	73-76	2.00	3.00
C-	70-72	1.67	1.67 not weighted
C+	67-69	1.33	1.33 not weighted
D	63-66	1.00	1.00 not weighted
D-	60-62	1.00	1.00 not weighted
F	59 or below	0.00	0.00

**GRADES AND GPA**

- Grades: Letter grades will be placed on the report card by the teacher.
- GPA: Quality points and weighted quality points will be calculated by Pentamation automatically, according to the class, and put on transcripts.
- Grades are weighted for the purpose of GPA calculation only
- Quality points and courses taken will determine GPA and class rank.

**WORKING PAPERS**

Working permits are processed year round, Monday through Friday, from 8:00 a.m. – 12:00 noon and 1:00 – 3:45 p.m., at the J. P. McCaskey High School main office, on days the District is open. Applicants and/or their parents/guardians should call 291-6211 before beginning the application process.



**Phoenix Academy Organizational Chart  
2015-2016**

# **Exhibit 3**

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**Extended Day Program Abstract**

The community to be served is the School District of Lancaster, comprised of the City of Lancaster and Lancaster Township, and located in the heart of Amish Country. Our Extended Day Program will address High School students (grades 9, 10, 11, 12) with a focus on tutoring, STEM enrichment, and credit recovery. We will also target college and career readiness for students in grades 10 - 12. We estimate serving 230 students at the McCaskey Campus (a Focus school) and 100 students at Phoenix Academy (a low performing school).

Our partnership consists of the School District of Lancaster (McCaskey Campus) and Camelot Education (Phoenix Academy). The goals include raising student achievement, improving student classroom performance, and increasing student self-efficacy and college aspirations.

Activities include tutoring in core content subjects, STEM enrichment, extended library hours and access to technology, parent meetings and workshops, credit recovery programs, college and career readiness activities, and professional development for staff. Programs will be offered for 36 weeks for 12 hours each week. Both sites will be open Mondays through Thursdays. Phoenix will be open Monday through Thursday from 3:30 to 6:30 PM. The McCaskey Campus will be open for one hour every morning from 7:00 – 8:00 and two hours every afternoon from 3:15 – 5:15. Nutritious snacks will be served in the afternoon session; no 21<sup>st</sup> CCLC funds will be used to pay for snacks. No non-public schools are located within the attendance area.

**Program Eligibility**

The School District of Lancaster is located in Lancaster, PA, a mid-size city facing many challenges similar to those of cities nationwide, including pervasive poverty, high unemployment, skyrocketing crime, a collapsing housing market, low educational attainment, and more. The school district suffers along with the city and struggles to provide student supports, dealing with a limited tax base and decreasing government contributions, all while complying with state and federal regulations and mandates. As a multi-ethnic, multi-cultural community, the district serves steadily increasing numbers of refugee students from Somalia, Iraq, Ethiopia, Cuba, the Congo, and especially Bhutan. Refugee students arrive at our doors with limited formal schooling and /or significant gaps in school attendance, little or no ability to speak English, and a lack of understanding of the American educational system. Additionally, many of these refugee students are over-aged, and need to catch up on their course work in an accelerated manner. For this application, the School District of Lancaster (SDoL or the “district”) is proposing an Extended Day Program targeted toward our 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students attending Phoenix Academy and the J.P. McCaskey Campus. The demographics of our targeted schools/students are shown below:

<b>School</b>	<b>Enrollment</b>	<b>Minority Population</b>	<b>ELL Population</b>	<b>Poverty Rate</b>	<b>Special Ed Population</b>	<b>SPP Score / Designation</b>
<b>McCaskey Campus</b>	2,542	83%	19%	81%	21%	61.5 / Focus School
<b>Phoenix Academy</b>	458	93%	27%	91%	31%	33.5/ Non – Title 1 School

The chart clearly shows our schools to be comprised of at-risk students – high minority population, high poverty rate, high percentage of English Language Learners, and a high percentage of students receiving Special Education services. Our School Performance Profile scores indicate that McCaskey and Phoenix are low-achieving schools and there are significant improvements to be made.

Camelot Education is the district's partner in this endeavor. At our Phoenix Academy campus, Camelot Education provides an alternate path to graduation by simultaneously working on accelerated and compacted curriculum so that students can graduate with their chronological peers. Camelot collaborates with the school district to support students through custom tailored curricula, safe learning environments, counseling and social services, student leadership development, remediation and academic enhancement programs, and drop-out prevention strategies. Camelot specializes in transitional and accelerated learning. Their goals are to increase student academic achievement, raise student attendance, create and maintain a safe and orderly learning environment, prepare students to meet state and district graduation requirements, and provide students with the necessary skills and support to enroll in a post-secondary institution, certification program, or trade school and obtain gainful, self-sufficient employment.

For this application, a series of E-mails, telephone calls, and several face-to-face planning meetings determined all aspects of the proposed program design. Agency boards of directors and superintendent/school board approvals cemented the partnership. Both centers will have substantial roles to play in the delivery of services and both will be supported by grant funds. Funding will provide on-site management at Phoenix (Program Manager) and McCaskey (Program Coordinator), as well as staff to run the programs. The managers will meet minimally once each month to discuss program status, on-going issues, successes, and necessary modifications to the program. The SDoL will provide the McCaskey and Phoenix facilities (including classrooms, gymnasiums, computer labs, libraries, office space, technology, access to the Internet, and more), financial oversight, and access to student records for evaluation and grant reporting at no cost to the 21<sup>st</sup> CCLC program. Camelot Education will be responsible for supervising and managing the activities provided by their staff that are occurring at their facility. Planned activities and programs are included in the budget and are aligned with overall program

goals. The Community Education Liaison stationed at McCaskey will plan and provide parent engagement activities via the Parent Academy, monthly Parent Action Committee (PAC) meetings, Back to School nights, parent/teacher conferences, and 21<sup>st</sup> CCLC Open House meetings. Both sites also maintain an “open door” policy and parents are always welcome to drop in to visit the program. SDoL will provide tutoring, credit recovery, extended library hours, and STEM enrichment opportunities in the Extended Day Program. Phoenix will also offer tutoring, extended library hours, and credit recovery at their site. College and Career Readiness will be delivered to our 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders in conjunction with our GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant activities. Professional development will be provided by attendance at 21<sup>st</sup> CCLC regional workshops and state/national conferences, pertinent webinars, as well as through our to-be-established Professional Learning Community (the “Campus Connection”) that will meet once each month.

Using principles of effectiveness, we based our program on objective data, including school demographics and academic assessments, to determine need. We also set obtainable goals and objectives regarding both the required performance measures and our chosen performance measures to reflect high quality academic and enrichment opportunities. We relied upon academic research to guide us in developing the programs, partnerships, and activities to meet those goals and objectives. Finally, we will perform progress monitoring and periodic assessments via our Campus Connection professional learning community to facilitate an on-going evaluation to refine, improve, and strengthen our program.

### **Needs Assessment**

We will serve 330 students in our Extended Day Program – 100 at Phoenix Academy and 230 at the McCaskey Campus. Demographics about the schools were provided in the previous section, and demonstrate that we serve a large percentage of high need students. The chart

below shows the percentage of students scoring proficient or advanced on the 2013-14 Keystone exams and is further evidence that our students are at-risk for academic failure:

<b>SCHOOLS – All Students</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Science</b>
McCaskey Campus	45%	36%	25%
Phoenix Academy	8%	0%	0%

<b>SCHOOLS – Historically Underperforming Students</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Science</b>
McCaskey Campus	38%	27%	18%
Phoenix Academy	8%	0%	0%

As shown above, McCaskey students scored well below 50% in proficient/advanced in Reading, Science, and Math; Historically Underperforming Students scored even lower. Phoenix Academy had a mere 8% score proficient or advanced in Reading, and no students scoring proficient or advanced in Math and Science. Tutoring will work on student comprehension and application of concepts learned in these core subjects. Keystone prep classes will help students understand the test. Our proposed STEM program will address Math and Sciences, but will also incorporate language arts (i.e. descriptive writing for experiments and lab reports) to provide a well-rounded approach to improving test scores and raising academic achievement.

As Cohort 6A grantees, we provided tutoring and credit recovery to at risk high school students at McCaskey and Phoenix. These efforts helped us raise our graduation rate from 67% in 2011-12 to 81% in 2013-14. Additionally, School Based Behavioral/Mental Health services are offered during the school day and in the school setting so that students can receive counseling and/or therapy to meet their mental health needs that may be barriers to academic success. In the summer before students enter high school, we provide motivational training and small group mentoring to selected at-risk eighth grade students to help transition them from

middle school to high school. Areas addressed include drop-out prevention, school attendance, goal setting, social supports, and building relationships. Our current GEAR UP grant provides college and career readiness activities for high school students, such as career fairs, college visits, job shadowing, practice SAT and ACT exams, and more. McCaskey's Career and Technical Education program works closely with the Lancaster County Workforce Investment Board to ensure our students are aware of high paying, high demand jobs in the Lancaster area. They provide mentorships to motivate students to take the course work and meet the goals necessary to receive job skill certificates or move on to higher education. Working together, these programs and services have allowed us over the last five years to steadily decrease the percentage of school drop-outs (from 3.3% to 1.94%) and to increase the percentage of our graduates who are enrolled in post-secondary education (from 60% to 70%). But while the numbers are growing there is still room for improvement. More programs and services are needed to meet the varied needs of the district's students and the different ways in which they learn. We need to provide a new approach that that is geared toward the individual student rather than a one-size-fits-all program. We also need to provide enrichment activities that focus on possible career paths in the sciences, especially for our female and Hispanic students who are severely underrepresented in engineering and other technical fields. Finally, we need to provide students more access to technology so that they can be computer literate and competitive in the global job market.

Cohort 8 funding will be used to strengthen our existing extended day programs. by coordinating services through a "caseload" approach. Each tutor will work with the same group of approximately 15 students every day. The tutors (most of whom will be regular school day teachers) will get to know the students and their needs on an individual basis. At Phoenix, two grouped sessions will be held, running Monday/Wednesday and Tuesday/Thursday from 3:30 to 6:30. Students must attend both days. Tutoring, homework support, and credit recovery will occur. Both centers will provide rigorous, standards-based instruction linked to the academic

standards that are taught during the school day. Afterschool program staff will assist students with their classroom assignments in one-on-one and small group interactions. This will positively impact the percentage of students who score proficient or advanced on the Keystone Exams. We will especially focus on our ELL and special education students, our two subgroups who continually score lower on state and local assessments. We will actively recruit these students and their families to participate in tutoring and other academic support activities, including parent workshops, parent support groups, and English as a Second Language classes. Guidance Counselors will be in attendance in the Extended Day Program every day to ensure students are on track for promotion or graduation, assist them in exploring college and career options, and meet with them and/or their parents/guardians if desired. Once each month the staff will meet as the Campus Connection professional learning community to discuss student progress, data, trends, strategies, program needs, and more. Both sites will also offer parent involvement activities that focus on parent/family needs and interests. An interpreter will be provided at these events to eliminate language barriers so that our ESL students and their parents can fully understand and participate in the activities and programs. This concentrated, individualized approach will help our students connect to school, improve behaviors, increase attendance, achieve academically, and ultimately, graduate from high school.

### **Program Design**

The Program Coordinator at McCaskey and the Program Manager at Phoenix will assign students to tutors who will work with these same students every day to ensure continuity and fidelity. They will be familiar with the individual needs of their students and can vary their teaching approaches accordingly. High quality ESL and special education teachers will especially be targeted to work with our neediest students, and differentiated and scaffolded instruction will be used to meet the needs of all learners. To ensure understanding, program staff will vary their communication in many ways – telling (verbal), showing (written), demonstrating (physical), and partnering students for peer support (modeling). Though we are

offering STEM enrichment, we will be integrating language arts into these activities. For example, in order to do lab experiments students must be able to read and follow directions. Reporting the results of lab experiments requires organization and clarity in writing, and sharing results with the group will incorporate public speaking skills. Through differentiation of instruction, cross-curricular applications, immediate and real-time access to student data, and use of Multi-Tiered Systems of Support (MTSS), we believe we can positively impact student behavior and academic achievement. Academic support and tutoring will be provided daily and will include intensive instruction in literacy, math, and science. It will also provide academic enhancements for those students who need challenges to accelerate their learning, and credit recovery for students who are at risk of failure. Our GEAR UP grant will complement our 21<sup>st</sup> CCLC efforts in college and career readiness as it will expose high school students to mentorships, college experiences, career paths, and more. English Language Learners, Homeless students, and Refugee students are specifically recruited for this program, and district funds supporting these sub-groups are blended into the extended day program. Each funding stream is carefully monitored by each program's project director and the grant accountants in the district's Business Office. The enrichment component will be centered on STEM and will include activities such as a hands-on robotics program and learner-centered digital media and technology projects. Nutritious snacks (not funded by 21<sup>st</sup> CCLC) will be served so that students will not feel hungry and can better concentrate on their lessons. Also, improved nutrition and eating habits will lead to improved student health which will also contribute to increased student achievement. We will seek reimbursement from the National School Lunch Program; no 21<sup>st</sup> Century Community Learning Centers funds will be used for food. SDOL contracts with Shultz Transportation Company to provide safe and direct delivery of students. Shultz will ensure that its drivers are properly licensed and have clearances and clean driving records. Further, the company will ensure that its buses are properly maintained and undergo periodic safety checks and inspections as required.



Though the majority of our school population is comprised of children who are considered “at-risk” in some way, we are still looking to serve the neediest of our students. “Neediest” will be determined by consultation with each school’s leadership, including the principals, assistant principals, and guidance counselors in conjunction with afterschool staff, who are themselves regular school day teachers. Criteria will include standardized test scores, local assessments, class participation, and classroom behavior. Real-time student data can be accessed from the district’s eSchool information system. A list of high-need students will be generated and shared by afterschool staff, and these students will be targeted for program recruitment. Letters will be sent to their parents/guardians asking for their children to participate. No student will be discouraged or excluded from enrolling in the afterschool program, but the emphasis and primary focus will be on serving at-risk students in need of academic intervention, including credit recovery. All activities will be aligned to the Pennsylvania Core Standards.

There are several ways information about the program can be disseminated, including: brochures and flyers; posters; newsletters, and postings on the district’s website, Facebook page, and Twitter. Targeted students who have been deemed especially at risk will have letters sent to their parents to inform them about the program and encourage their participation. All communication will be done in English and Spanish to accommodate our heavily Hispanic population, as well as Nepali/Bhutanese to accommodate our large refugee population. By extending the library hours of operation, students will have more access to technology learning solutions that are aligned with Pennsylvania Core Standards, strengthen basic skills, and increase academic achievement. Students will learn to recognize legitimate research sites and will use a variety of school supported software, including Study Island, Power Library, Career Cruising, and more. Students will be able to do hands-on, interactive projects including pod casting, digital media, and power point. We want our students to understand and embrace the concept of anytime, anywhere learning through technology.

Because many studies consistently show that parental involvement in their child's education leads to greater academic achievement for the child, we have an open door policy wherein parents can visit our centers at any time in addition to the quarterly Open House meetings held each year. The Open Houses will offer parents opportunities to tour the centers, talk to staff and other parents, and provide feedback on program activities. Additionally, each school holds quarterly Parent Cafes that offer workshops for parents that have been suggested and/or designed by the parents themselves through surveys and questionnaires, including training in self-efficacy, advocacy, and leadership skills. SDoL Parent Academies are held each fall and spring for four weeks. The Academies offer seven tracks: Special Education, English Language Learners, Social and Emotional Development (English and Spanish), Health and Wellness, Parent Leadership, and Technology. Our Community Education Liaison (CEL) will work collaboratively with school and center staff to hold these and other events for parents, including FASFA /financial aid nights, family literacy activities, financial management/budgeting workshops, parent/teacher conferences, and more.

A timeline of project implementation is as follows: In January, the Program Coordinator will recruit certificated school day teachers to work in the Extended Day Program and set up the schedule for Guidance Counselors (one guidance counselor will attend the after school session each day). In January the Program Coordinator in conjunction with 21st CCLC Extended Day Program staff will review with appropriate district and school personnel student achievement, attendance and discipline data to identify at-risk students. The staff will recruit and enroll identified students and families in the program and meet with families to establish attendance and behavior plans for at-risk students. Commencing in January and concluding in December, the extended day program will provide daily tutoring, STEM enrichment, credit recovery, extended library hours, access to technology, college and career readiness, and parent involvement and engagement activities. In January, our third party evaluator, the Center for

Opinion Research (COR), will collect baseline data on participating students. Student achievement, attendance, and behavior will be monitored by 21st CCLC staff and discussed at monthly Campus Connection meetings. The Community Education Liaison (CEL) will schedule quarterly Open House meetings which will serve as opportunities for parents and students to provide feedback on the program and its activities. Parent Action Committee meetings are held every other month, and the Parent Academy is held twice yearly (March – April and October - November). In August, the Program Coordinator and Community Education Liaison (CEL) will assist in planning the Back to School Night which will serve as an opportunity to inform students and their parents about the Extended Day Program and the activities it will offer. The CEL will also establish a Focus Group that will meet twice (in spring and fall) to discuss program issues, proffer suggestions, and provide guidance. This Focus Group will be comprised of two students, two teachers, two administrators, two parents and two community members. In April, COR will administer student, teacher and parent surveys, and in December will collect year-end achievement, attendance, and behavior data. The COR will also collect and analyze feedback from parents, teachers, students, the Focus Group, and Extended Day Program Staff, and disaggregate/analyze the data to identify program strengths and weaknesses. In December, post-assessment data will be collected; data will be reviewed to evaluate successes and challenges of the program. This will be done by the 21st CCLC staff, Program Coordinator, COR, and Camelot Education staff at Phoenix Academy. On-going activities throughout the life of the grant period include recruitment of teachers/tutors, service providers, and volunteers, as well as investigating and establishing community partnerships as applicable. Additionally, each year at least two staff will attend the mandatory state grantee meeting, the Extended Learning Opportunities conference, the regional trainings, and the national summer learning conference, if offered. Included is a Sample One Month Operating Schedule listing activities at our proposed sites.

**Center Operation**

The designated afterschool program space will either be the classroom (in the case of a Teacher) or the office (in the case of the on-site Program Manager). Security cameras provide interior views of the hallways and classrooms and exterior views of the perimeter of the buildings and persons who are at the front door. A buzzer/card swipe security system is in place to prevent unauthorized entry. All doors are locked from the outside and adults have to sign in and show ID whenever they enter the building. All sites will be open Mondays through Thursdays. Phoenix will run Monday – Thursday from 3:30 to 6:30 PM and serve 100 students. McCaskey will be open Monday – Thursday from 7:00 – 8:00 in the morning and 3:15 – 5:15 in the afternoon and will serve 230 students. Both sites offer a total of twelve hours of programming each week and 432 hours between January and December. Staff will work with the same assigned caseload of approximately 15 students every day at McCaskey, and twice each week at Phoenix. Monthly meetings of program staff (Campus Connection) will help determine program direction, evaluate successes, and recognize trends in efforts to keep the students engaged in and regularly attending the program. Programs will begin in January and run through the end of May, break for summer, then resume from September through December. Our school buildings are compliant with all safety codes. All buildings are also ADA compliant and provide accommodations for persons with disabilities, including access ramps, elevators, wide doors, handicap-accessible bathrooms, and well-lit hallways. Our program uses a written registration and permission form for parents/guardians to sign and is provided in both English and Spanish. Our written policy – also available in both languages - sets expectations for attendance, transportation, and discipline. As a school district, we have direct and immediate access to student records, including attendance. We will know if a student is in school but is not attending the afterschool program. Students are allowed one excused absence per month provided the student brings in a note to the Program Coordinator from their parent/guardian

explaining the absence. After each unexcused absence a phone call will be made to the parent/guardian. After the fourth unexcused absence the student may be dismissed from the program, but this decision will be made on a case-by-case basis by the building principal.

### **Application Overview**

We will provide out-of-school –time programming in the hours before (7:00 – 8:00) and after school (3:15 – 5:15) Mondays through Thursdays at the McCaskey Campus and in the hours after school (3:30 – 6:30) at Phoenix Academy for a total of twelve hours per week. We are targeting at-risk High School students in grades 9-12 for tutoring, credit recovery, and STEM activities including increased access to technology through extended library hours. We are targeting students in grades 10 – 12 for College and Career Readiness activities. We will provide ample opportunities for parent involvement and engagement through Open Houses, workshops, parent education opportunities, and serving on our Focus Group. Through these efforts we want to improve school attendance and classroom performance, both academically and behaviorally, and increase academic achievement. Our Performance measures include: Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math as determined by report card grades and the Keystone Exams; Students regularly participating in the program will show improvement in the performance measures of homework completion, class participation, and student behavior as determined by student attendance records, teacher surveys, and discipline records. We will also measure students' perceived levels of self-efficacy and academic aspirations (desire to go to college) through the annual student survey administered by the Center for Opinion Research (COR) at Franklin & Marshall.

**PA Funding Priorities**

**Priority and Focus Schools** - As previously shown, our schools have Keystone exam scores that are in dire need of improvement. McCaskey is a designated Focus school; while not a Title I school, Phoenix's test scores nevertheless demonstrate that their students are low performing, with only 8% scoring proficient or advanced in Reading, and no students scoring proficient or advanced in science or math. Our high population of at-risk students demonstrates a need for interventions and programs designed to raise academic achievement, encourage persistence to graduation, and positively impact student behavior. Our programs solely target students in the high school grades. We intend to serve 330 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students at the McCaskey Campus and Phoenix Academy.

**STEM** - Our STEM activities will address Pennsylvania Core Standards and increase understanding of technology, engineering, science, and math. Researchers Wai, Lubinski, and Steiger (2010) found that students who had more opportunities to participate in STEM activities, such as those offered in after school programs, were more likely to follow STEM career pathways. Increased access to computers and other digital devices through computer labs and extended library hours will provide myriad opportunities for students to use digital media and technology in ways that make learning more personal and relevant to them. Also, we will offer a hands-on robotics program that will enable students to explore engineering, an often overlooked concept in the STEM approach. Robotics also ties into different fields of knowledge, such as electronics and computer sciences. When students learn about robots, they will inevitably learn about other sciences as well (Papert, 1980; Rogers & Portsmore, 2004). Additionally, teaching students how to build robots also teaches them how different parts of a complex system interact and depend on each other (Beer et. Al, 1999). This is a crucial concept for computer scientists, doctors, biologists, and other science-based careers.

**High School Credit Recovery** - As Cohort 6A grantees, we offered credit recovery to McCaskey High School students and Phoenix Academy students in the high school grades. Our efforts helped us improve the graduation rate to 81%. We will continue these efforts should we receive funding through Cohort 8. McCaskey will offer credit recovery via direct instruction by teachers and computer-based instruction, depending on the student's needs. At no time will credit recovery programs be solely reliant upon computer-based instruction. Camelot Education will also provide afterschool credit recovery for 9<sup>th</sup> - 12<sup>th</sup> grade students attending Phoenix Academy, a credit recovery facility for students who, due to multiple risk factors including refugee status, pregnant and parenting youths, homelessness and other poverty-related issues, may not graduate on time. Students will be grouped and attend two sessions per week (either Monday and Wednesday, or Tuesday and Thursday). A letter indicating SDoL's acceptance of this coursework and granting of the credits earned is included in this application.

**College and Career Readiness** – Our overall program is designed to increase academic success so students will desire to pursue post-secondary education and become gainfully employed. In addition to tutoring and credit recovery, we will have a High School Guidance Counselor present at all afterschool sessions to meet with students (and parents, if desired) to make sure students are on track for promotion or graduation and are taking coursework that will prepare them for college and/or careers. McCaskey offers several Smaller Learning Communities (SLC) and upon entering 9<sup>th</sup> grade students choose the one that best suits their interests and career goals. These SLC's include McCaskey Institute of Technology, International Baccalaureate Program, Arts and Humanities, Public Leadership and Service, Health Sciences, Media Studies and Communication, and Technical and Business Careers. Students are able to change once after Grade 9 and again after Grade 10, so it is imperative that 10<sup>th</sup> graders contemplating changes meet with the Guidance Counselor who can ensure they will be taking the appropriate coursework to graduate on time. During regular student

conference opportunities during the Extended Day Program, guidance counselors will schedule, refer, or facilitate student access to current college information and post-secondary training programs, computers with Internet access and career exploration software, college visits and on-campus college fairs, and SAT/ACT test prep sessions. The Guidance Counselors can assist the 11<sup>th</sup> and 12<sup>th</sup> grade students in exploring college resources and opportunities and filling out college applications. In tandem with our GEAR UP program, parents will be invited to attend financial aid, financial planning and FASFA nights where they can learn about affording post-secondary education for their children. Also, one of the goals of our STEM initiative is to increase student awareness of and interest in STEM careers.

### **Management Plan**

The school district will provide overall management via a full-time Program Coordinator who will also provide direct on-site management of the Extended Day Program at McCaskey. The Program Coordinator will work with other school district program managers and coordinators to blend existing funding and programming, and assimilate 21<sup>st</sup> CCLC activities with Homeless and Refugee Student, Title III, GEAR UP, and other tutoring funding sources. We will utilize the best blending of funds so that we do not duplicate funding and/or services but rather serve the myriad needs of students in different ways. The Program Coordinator will meet monthly with the Program Manager at Phoenix Academy to ensure the program is on track to meet program goals. Likewise, the Program Coordinator will meet monthly with program staff to discuss student progress, data, teaching strategies, needs and expectations, initiatives, and to serve as a professional learning community for on-going professional development. Additionally, the Program Coordinator and other staff will attend all required 21<sup>st</sup> CCLC meetings, workshops, and conferences, and participate in webinars that address the procedures and desired outcomes of our proposed program. The Program Coordinator at McCaskey and the Program Manager at Phoenix will: oversee student attendance and discipline at their sites; supervise



their building tutors; convene the Campus Connection meetings; and communicate with the regular school day teachers (who may also be tutors) to ensure tutoring is aligned with school-day content, curriculum, and the Pennsylvania Core Standards. The Program Coordinator will also work with the Community Education Liaison (CEL) to ensure parent involvement activities and events are being scheduled and effectively promoted to increase participation. The Program Coordinator will organize and schedule all 21<sup>st</sup> CCLC program activities, arrange for safe and reliable transportation of students, establish student attendance plans, perform follow-up for students with chronic absences, manage the budget, provide healthy snacks (no 21<sup>st</sup> CCLC funds used), recruit community partners, collect evaluation data, complete and submit all required reports, and oversee daily operations. The principals at both centers will: allow use of their facilities including classrooms, resource rooms, gyms, cafeterias, art and music rooms, copiers, printers, phones, and on-site technology; recruit students and afterschool staff; share information with parents through newsletters, parent association meetings, and parent information sessions; and assist with connecting the regular school day to the extended day program. Because tutors in the extended day program are typically teachers from the same school building, communication between the regular school day and the extended day program is easily accomplished. Partner meetings will be held monthly to discuss issues and concerns, share successes, and assess progress in program implementation and delivery. All district staff have clearances on file. Any adult who wishes to work with our students must obtain the following clearances: FBI, PA Criminal History, PA Child Abuse, and Act 24. These clearances must be provided to the Program Coordinator before any adults can interact with our students.

The Center for Opinion Research (COR) at Franklin & Marshall College will be the local evaluator for this project. COR will use student and teacher surveys to measure progress and impact of the extended day programs. These surveys will be given every year; annual survey administration allows for analysis of change from year to year. The surveys will measure students' perceived levels of self-efficacy and academic aspirations (desire to go to college), as

well as students levels of self-efficacy and academic aspirations as perceived by their parents. The COR will also assist the district in collecting and reporting annual performance report data. Keystone test scores will be used to assess student achievement; attendance rates and out-of-school suspension rates will determine assess student behavior. Results of all evaluation methods and instruments will be thoroughly analyzed and monitored by the management of the extended day program, school administrators, and the extended day program staff. Informal evaluations and monitoring will also take place during monthly agency/partner meetings.

To ensure broad-based community, school and student involvement and support, the CEL will establish a Focus Group composed of two teachers from each of the targeted schools, two students who participate in the program, two parents, two representatives from the community, and two SDoL administrators. The Focus Group will meet in the fall and spring each year to review program activities and accomplishments and recommend changes to program policies, procedures, and operations. Minutes will be taken and attendance recorded. Each Focus Group member is expected to bring their knowledge, personal experiences, and expertise from their unique perspectives to make suggestions, offer solutions, provide information, give guidance, and be the program's "ambassadors" to the community. While the composition of the Focus Group in itself provides a wide diversity of perspectives and opinions, our program will also survey students and parents involved in the program to help determine potential enrichment activities and parent involvement activities to be offered as part of our 21<sup>st</sup> CCLC program.

### **Program Evaluation**

The evaluators for our program will be Berwood Yost and Kelly Frey with the Center for Opinion Research at Franklin & Marshall University. Mr. Yost and Ms. Frey, through COR, have worked with the School District of Lancaster since 2003 to evaluate many of our grant funded programs, including previous 21<sup>st</sup> CCLC grants. COR's Director, Mr. Yost, earned a Bachelor's Degree in Social Science and a Master's in political Science, and holds memberships in Delta Tau Kappa National Social Science Honor Fraternity, American Association for Public Opinion

Research, among others. He has been working in this field for more than 20 years. His scholarly articles are widely published, and he teaches several classes on research methods. Ms. Frey holds Bachelor's and Master's Degrees in Psychology. She has been the Project Manager at COR since 2006. In that role she develops evaluation plans, designs research projects, verifies the accuracy of data, conducts data analysis, and reports the findings. Mr. Yost's and Ms. Frey's credentials, combined with their long and productive working relationship with the school district and knowledge of FERPA and data safeguarding, make for an ideal evaluation team.

For Performance Measure 1: Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math, we will use the following as instruments: Keystone scores; report card grades; program attendance data; and Classroom Diagnostic Tools (CDT) as indicators of student achievement in reading and math. The Keystones are administered each spring to students in grades 9-12. Pre-test data will come from the previous year and post-test data will come from the current year. Report card grades will be looked at quarterly to monitor progress. The CDT is given three times during the year to monitor progress. For Performance Measure 2: Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance, and/or reduced disciplinary referrals, we will use the following instruments to measure homework completion rates, class participation, school attendance, and tardies: teacher surveys; student program attendance records, school attendance records, and eSchool student information system. For Performance Measure 3: Participants in 21<sup>st</sup> Century Programs will demonstrate additional positive educational, social, and behavioral changes, we will use the following instruments to measure improvements in student behavior: teacher surveys and student program attendance data. Pre-test data will come from the previous year and post-test data will come from the current year. We will also compare 21st CCLC participants to non-

participants. The assessment of students will include two tasks. First, the change in indicators will be measured for program participants. Second, to offer a more meaningful assessment of program effects on these indicators, the research team will use a comparison group of non-participants. A measure of active program participation will be created from program attendance data maintained by the district, representing each student's participation in 21<sup>st</sup> CCLC services during the school year. The evaluator will also support the district in collecting and reporting annual performance report data, including student report card grades and the regular attendee teacher surveys on classroom performance.

Our evaluation is based on the principles of effectiveness: curriculum integration, using summative and formative assessments to drive instruction and determine intervention, collaborative sharing among teachers, use of best practices, and scientifically-based research strategies are in place in the district. The Pennsylvania Core Standards will be addressed with each activity/lesson. We will use small group instruction with a ratio of 10 students to 1 instructor to maximize the amount of individual attention provided to learners. The school district has instituted Multi-Tiered Systems of Support (MTSS), a three-tiered approach that monitors student progress with ever-intensifying interventions to meet the varying needs of all students. MTSS will be carried through into the Extended Day Program to ensure all students' needs are met. School district data, including student achievement (Keystones), attendance, and report card grades are collected throughout the school year and will be reported to the evaluator (COR) each summer. Student survey data to track attitudes and behaviors is collected each May, and parent survey data is collected each winter, with analysis conducted by the evaluator in the summer. Annual local evaluation reports will be delivered to SDoL during the fall on or before the PDE deadline following each school year. Results will be made public via board of director and school board reports, Focus Group meetings, teacher/staff meetings, newsletters, parent information sessions, and the annual community reported distributed throughout Lancaster City. Additionally, formal and informal communications between Extended Day and

regular school day staff will ensure that activities in the Extended Day Program are compliant and congruent with the regular school day fare. In its capacity as evaluator, COR maintains a data base of SDoL student information including academic achievement, attendance, behavior, demographics and program participation. COR will use student survey instruments to measure progress and impact of the afterschool programs. The surveys will measure students' perceived levels of self-efficacy and academic aspirations (desire to go to college). COR will assist Camelot Education and the district in collecting and reporting annual performance report data. Results of all evaluation methods and instruments will be thoroughly analyzed and monitored by the management of the Extended Day Program, and the administrators of Camelot Education and the School District of Lancaster. Informal evaluations and monitoring through group discussions will also take place during monthly agency/partner meetings. COR will provide a written evaluation in the fall of the previous year's activities and programs. The written evaluation will pinpoint areas of concern that need attention, with program adjustments made accordingly.

Along with our overall evaluation, periodic evaluation will be conducted to assess our progress in meeting our goals and to determine if changes are necessary. Report cards are issued quarterly and demonstrate progress made from the preceding grading period. It is a communication tool between the teacher and parent and provides a "starting point" for a conversation between the teacher and parent regarding academic needs for the child. The Classroom Diagnostic Tools (CDT) allows for progress monitoring and diagnosing individual student strengths and weaknesses. It provides benchmark and formative data to drive instruction, guiding teachers to alter their teaching methods and strategies. Keystone testing is done yearly in the winter/spring and assesses math, reading, and science. Keystone scores for individual students are provided to the parents of every tested child, and school percentages of students scoring proficient or advanced on the keystones are widely publicized. Communication between the school day teachers and the Extended Day Program staff, as well as extended day

staff access to these assessment results, will reveal the needs of the individual students, highlight academic areas of general concern, and allow tutoring, academic enhancement, and enrichment programs to direct their efforts where it is most needed.

As multi-year 21<sup>st</sup> CCLC grantees we are well versed in the reporting requirements. The Program Coordinator will be responsible for all reporting deadlines and will collaborate with the centers and local evaluator as necessary to submit all required federal, state, and local reports by the established deadlines. The district student information system, eSchool, aids in the data collection and reporting efforts by centralizing a large database from which reports can pull needed student data. In addition, program data is entered and analyzed regularly throughout the program year. Reporting templates are completed as the program year progresses in order to keep the requirements at the forefront and to monitor program progress in meeting those requirements before the report is due.

The Multi-Year Program Design and Performance is included and provides reasonable and attainable activities, data sources, and evaluation methods for all years of the grant.

### **Adequacy of Resources and Program Sustainability**

The district and our partner will contribute all necessary facilities, equipment, supplies, and human resources for each of the centers. Our 21<sup>st</sup> CCLC centers will be housed within their respective school buildings which will provide the space and educational materials needed for the extended day program to ensure that all activities take place in safe, appropriate environments. Title III funds will be used to support the parent involvement component by sponsoring the Parent Cafes and Parent Academies. Snacks provided by the afterschool program will be reimbursed through the district's participation in the National School Lunch Program. GEAR UP funds will be used to support the College and Career Readiness component, such as by providing SAT and ACT test prep courses before and after school, supplies for STEM enrichment, and instructional materials. The school district and its individual

buildings (McCaskey and Phoenix) will allow full use of their facilities, including classrooms, computer labs, libraries/media centers, cafeteria, gyms, and outdoor areas. They also provide internet access to enhance learning and custodial services to keep the building sanitary.

Computer labs and extended library hours will be provided for research, writing, and program and Internet skill building activities. Libraries will also be used for resiliency programs, quiet study and reading, homework support, technology access, mentoring meetings, college and career fairs and presentations, and parent involvement activities. Classrooms will be used for tutoring and STEM enrichment activities like chess club, robotics, electronics and others.

The district has been blending and leveraging funds for years to keep afterschool programs alive when grants have ended. Through the district we have access to the Lancaster Education Foundation (LEF) and its data base of more than 30,000 alumni who can be approached for monetary and volunteer support. LEF has also made after school programs one of its primary funding targets for the foreseeable future, and is identifying potential donors and sponsors for potential long-term financial support. We will explore grant opportunities to fund parts of our afterschool program, and seek donations and contributions from local businesses and organizations, including Lancaster City's strong faith-based community. Our proposed 21st CCLC program is designed to build capacity for sustained success. It is completely in line with the school district's Strategic Plan, which includes setting high expectations for all students, implementing specific learning supports to ensure students meet those expectations, and partnering with parents and the community to create a seamless system of supports for students. It is also in line with the district's adopted Theory of Action, which holds improving our Graduation Rate as one of its four top priorities. With these measures in place, the school district will wish to continue a program that directly relates to priority areas. District facilities will be used, with no rent or utilities usage charged to the afterschool program. This allows on-going access to classrooms, libraries, cafeterias, art rooms, gymnasiums, and computer centers, and continued use of district copiers, printers, FAX machines, phones, and the like.



## School District of Lancaster Extended Day Program Calendar 2016

January						
S	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
February						
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
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28	29					
March						
S	M	Tu	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		
April						
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					1	2
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24	25	26	27	28	29	30
May						
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**KEY**  
 High School Level  
 High School Level Morning Only  
 Program Cancelled Due to Inclement Weather

September						
S	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
October						
S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
November						
S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
December						
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				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



# **Exhibit 4**



**MAHAKAMA YA WILAYA INCHINI MAREKANI  
KWA WILAYA YA MASHARIKI YA PENNSYLVANIA**

KHADIDJA ISSA na washirikia, Kwa niaba ya  
wenyewe na wengine wote katika hali moja, :

Wadai,

: Shtaka ya Kiraia No:

v.

: SHTAKA YA WENGI

LANCASTER SCHOOL DISTRICT, et al.,

Mshtakiwa.

**TAMKO LA ALEMBE DUNIA**

1. Nina umri wa miaka 20, nilizaliwa Novemba X , 1995, na kuishi katika Lancaster, Pennsylvania.

2. Nilizaliwa katika Jamhuri ya Kidemokrasia ya Kongo. Baada ya kukimbia vitu nchini mwangu, mimi nilibaki miaka 12 katika kambi ya wakimbizi nchini Mozambique.

3. Nilipofika nchini Marekani, mimi sikuweza kusema, kusoma, kuandika, au kuelewa Kiingereza. Mimi ni msemaji asili wa Swahili, na mimi pia kuzungumza lugha ya Ureno.

4. Nimekuja Marekani katika Novemba 2014 Huduma ya Uhamiaji wa Wakimbizi wa Kilutheri wamepokea familia yangu katika Lancaster, Pennsylvania.

5. Katika Desemba 2014, Shule ya Wilaya ya Lancaster ilikataa kuniandikisha mimi yangu katika shule yoyote ya Wilaya. Mimi sasa kubaki nje ya shule.

Kwa mujibu wa 28 USC § 1746, Mimi kutangaza chini ya adhabu ya kusema uwongo kwamba aliyofuata ni kweli na sahihi.



Alembe Dunia

Tarhe: 07/14/2016

# **Exhibit 5**



في محكمة منطقة في الولايات المتحدة

للمنطقة الشرقية لولاية بنسلفانيا

خديجة عيسى وآخرون، بالنيابة عنها  
وعن جميع من كان بموقفها،

قضية مدنية رقم:

المدعون،

قضية فنة

ضد

مدرسة منطقة لانكستر، وآخرون

المدعى عليهم.

إعلان من خديجة عيسى

1. أنا أبلغ من العمر 18 عاماً، ولدت في 1 يناير/أيلول، 1998، وأقيم في لانكستر، بنسلفانيا.
2. أنا ولدت في السودان. ومن سن الخامسة وحتى سن السابعة عشر، عشت في مخيمات اللاجئين في السودان وتتمدد.
3. عندما وصلت إلى الولايات المتحدة، لم تكن أتكلم أو أفهم الإنجليزية. أنا أتحدث بلغتي الأصلية العربية.
4. في سبتمبر/أيلول 2015، جنث إلى الولايات المتحدة. وقامت مؤسسة لوثيريان لخدمات الهجرة واللجئين بإسكان عائلتي في لانكستر، بنسلفانيا.
5. في نوفمبر/تشرين ثاني 2015، رفضت مدرسة منطقة لانكستر تسجيلي في أي مدرسة للمنطقة. وعندما سعيث في التسجيل مرة ثانية في مارس/أذار 2016، وضعتي للمنطقة في أكاديمية فينكس. لم يتم منحى خيار الحضور في مدرسة ماككاسي الثانوية.

وفقاً للمادة 28 من قانون الولايات المتحدة § 1746، أعلن بموجب عقوبة الخنث بالقسم أن المعلومات المبقة صحيحة.

15596  
10/10/16  
خديجة عيسى

التاريخ: 7/14/2016

# **Exhibit 6**





في محكمة منطقة في الولايات المتحدة

للمنطقة الشرقية لولاية بنسلفانيا

خديجة عيسى وآخرون، بالنيابة عنها

وعن جميع من كان بموقفها،

المدعون،

ضد

قضية مدنية رقم:

قضية فنة

مدرسة منطقة لانكستر، وآخرون

المدعى عليهم.

إعلان من قاسين محمد حسن

1. أنا أبلغ من العمر 17 عامًا، وُلدت في 1 سبتمبر/ أيلول، 1998، وأقيم في لانكستر، بنسلفانيا.
2. أنا وُلدت في الصومال. وقبل الصجبي إلى الولايات المتحدة، عشت في مخيم للاجئين في مصر لاربعة إلى خمسة سنوات.
3. عندما وصلت إلى الولايات المتحدة الأمريكية، لم أكن أتكلم أو أفهم اللغة الإنجليزية. أنا اتحدث بلغتي الأصلية الصومالية والعربية.
4. في سبتمبر/ أيلول 2015، جئت إلى لولايات المتحدة الأمريكية. وقامت مؤسسة لوثيريان لخدمات الهجرة واللاجئين بإسكن عائلتي في لانكستر، بنسلفانيا.
5. عندما حاولت للمرة الأولى التسجيل في مدرسة، رفضت مدرسة منطقة لانكستر تسجيلي في أي مدرسة للمنطقة. وبعد جهود أخرى من قبل عامل الحانة الهجرة الخاص بي، قامت المنطقة بتسجيلي ووضعي في أكاديمية فينكس في يناير/ كانون ثاني 2016. لم يتم منحني خيار الحضور في مدرسة ماككاسي الثانوية.

وفقًا للمادة 28 من قانون الولايات المتحدة § 1746، أعلن بموجب عقوبة الخنث بالقسم أن المعلومات السابقة صحيحة.

QMH

قاسين محمد حسن

7/14/16 التاريخ:

59 1 59

# **Exhibit 7**



COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION

June 2, 2014

Mr. Pedro Rivera  
Superintendent  
Lancaster City School District  
1020 Lehigh Avenue  
Lancaster, PA 17602

Re: Phoenix Academy

Dear Mr. Rivera:

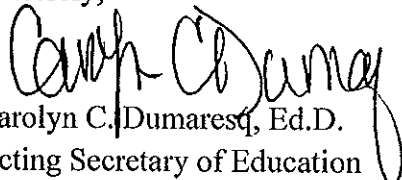
Following a review of all relevant documentation and subsequent information gleaned through on-site interviews with district and building level staff, it has been determined that Phoenix Academy may continue to operate as a magnet school.

As you are aware, a magnet school is a public school of choice that offers a curriculum providing a particular focus (e.g. online learning, science/mathematics, performing arts, gifted/talented, or foreign language) capable of attracting substantial students of different backgrounds. As you move forward with plans to continue to provide programming to those students who, through parental/guardian choice, matriculate through the curriculum, please be mindful that Phoenix Academy is bound by the same laws and regulations applicable in the traditional school district setting including but not limited to requirements regarding curriculum standards, statewide assessments, days and hours of instruction, certification of teachers, etc.

It should also be noted that the Phoenix Academy does qualify as a Title I school. As a result, it is recommended that you review the potential advantages of securing that designation; recognizing the applicable accountability mandates.

Should you have any questions relative to determination reached by Review Team within the Department, please contact Mr. Steve Fisher, Director, Office of School Services. Best wishes for a successful conclusion to the current school term.

Sincerely,

  
Carolyn C. Dumaresq, Ed.D.  
Acting Secretary of Education

# **Exhibit 8**

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Map of School District

Map of School Districts in Lancaster County

School District of Lancaster Organizational Chart

## **ABSTRACT**

Project Title: SDoL Refugee Student Initiative  
Applicant Name: School District of Lancaster  
Address: 1020 Lehigh Avenue, Lancaster, Pa 17602  
Contact Phone Numbers: 717-291-6149 office; 717-396-6844 FAX  
E-mail address: [bwlombardo@lancaster.k12.pa.us](mailto:bwlombardo@lancaster.k12.pa.us)  
Web site address: [www.lancaster.k12.pa.us](http://www.lancaster.k12.pa.us)

The School District of Lancaster is an urban district in a mid-size city located in otherwise rural Lancaster County. We are multi-ethnic and multi-cultural, with more than 38 languages spoken among our students. We currently serve about 500 refugee students in our schools, with 60% at the high school level.

Our Refugee Students arrive with unique and varied needs, including: little or no English speaking ability; little or no understanding of the American educational system in general, and the School District of Lancaster in particular; limited formal schooling and/or significant gaps in school attendance; lack of knowledge of the expectations of students and their families regarding school attendance, completion of assignments, appropriate behavior, and more; unawareness of the availability of services and support and how to access them; and limited assimilation and acculturation. Many of these high school students are older, and need specific attention to help them progress toward graduation.

Our program will work with these high school refugee students to ensure they will: advance in English fluency; make significant gains in academic readiness; persist to graduation; maintain regular school attendance; increase their knowledge about American culture, history, norms, and school and community life; increase their feelings of confidence and demonstrate self-initiative; and participate in school activities and events. We will also work with their parents to increase their knowledge and understanding of the American school system and culture, and help empower them to become advocates for themselves and their children.

When our high school refugee students first arrive they are enrolled in our International School at McCaskey East, where they receive academic supports to attain English fluency and maintain their grades. The goal is to have these students exit the International School and enter another Small Learning Community on the McCaskey Campus, or, if they are of a certain age, enroll at Phoenix Academy, our high school for overage students. After-school tutoring and credit recovery programs will assist these students in achieving academically and persisting to graduation. Program funds will be used to pay for a six-week Summer Program at Phoenix Academy, transportation for the Summer Program, supplemental instruction and acculturation services and supplies (such as translation services). We will also contract with translators to work with our growing population of Nepali-speaking Bhutanese students and their families, and provide outreach into their community.

**PROGRAM OVERVIEW** - Our SDoL Refugee Student Initiative will focus on our high school – level students, who comprise 60% of our current refugee student population, and whose numbers grow each month. Our program will provide:

- 1.) A 6-week Credit Recovery Summer Program through a partnership with Camelot Education at our Phoenix Academy facility
- 2.) Supplemental instructional and assimilation materials to ease their transition into the American education system and culture
- 3.) Information on obtaining medical, dental, and mental health services through outreach conducted by district nurses and a dental hygienist
- 4.) Opportunities for peer mentoring of high school refugee students with rising 8<sup>th</sup> grade refugee students
- 5.) After school tutoring at McCaskey’s International School and credit recovery programs at Phoenix Academy funded by a 21<sup>st</sup> Century Community Learning Centers grant
- 6.) Accurate communication and dissemination of information through translation services for both oral and written communications, parent/teacher meetings and parent workshops, and to help students with state testing
- 7.) Ample opportunities for the parents of our refugee students to “find their voice” – Parent Academies, Parent Advisory Councils, and parent –teacher meetings.

Braided funding streams will be used to offer a well-rounded approach to meeting the needs of our refugee population. RSIG funds are requested to fund translation services for oral and written communications, statewide testing, and parent-centered events; supplies for learning and assimilation; and contracted services to provide a

summer program for our refugee students. Our Parent Involvement activities, including our Parent Academies, are paid by Title III funds. After school tutoring and credit recovery programs are paid through a 21<sup>st</sup> Century Community Learning Centers grant. Our partner in this endeavor is Camelot Education, contracted by the District to offer accelerated learning programs for our struggling students, including our over-aged refugee students. Our program seeks the following outcomes aligned with RSIG goals:

1. Refugee students will acquire confidence and self-assurance through cultural assimilation and language acquisition [RSIG: Activities and opportunities to assist in social adjustment]: translation services; provision of appropriate and necessary supplies for learning, acculturation, and assimilation; addressing physical and mental wellness through outreach by district nurses, and teaching techniques for stress relief and coping; peer mentoring opportunities. **Measurement instruments include pre- and post-tests and pre- and post-surveys.**
2. Refugee students will achieve academic success and persist to graduation [RSIG: Academic, out-of-school programs to increase English language proficiency]: after-school tutoring programs; credit recovery programs; access to technology and learning tools; and translators to assist in test taking. **Measurement instruments include pre- and post-tests, attendance records, and test scores.**
3. Refugee students and their parents will feel comfortable with and accepted by their American peers [RSIG: Communication and dissemination of information about/for refugees] : translators for written and oral communication from the schools, to accompany parents to school events, and attend community



meetings; newsletters; assistance from Church World Service and Lutheran Refugee Services. Measurement instruments include self-reports of involvement and attendance at events, and sign-in sheets.

4. Refugee parents will feel empowered to serve as advocates for themselves and their children and will exhibit increased involvement in the school and community [RSIG: Refugee parents will become increasingly involved and engaged in their children's educational progress, process, and experience]: attendance at parent-teacher conferences, PAC meetings, school and community events.

Measurement instruments include attendance records.

These outcomes are more fully described in the following Logic Model:

GOALS	ASSUMPTIONS	INPUTS	ACTIVITIES/OUTPUTS	OUTCOMES
Refugee students will acquire confidence and self-initiative through cultural assimilation and language acquisition [RSIG: Activities and opportunities to assist in social adjustment]	We must address the needs of the whole child to remove barriers preventing the education and assimilation of Refugee students into American life	Staff, time, facilities, technology, Dual language books, audio books, after-school enrichment program, para-educators, translators, nurses	International School placement for ESL classes and instruction in cultural values and norms; use of SIOP delivery model; business and community partnerships for job shadowing and internships; language assessments via ACCESS for baseline and Language! Program for progress; after-school enrichment program to learn about STEM and STEM careers; extracurricular activities (clubs, sports, etc.); professional development for staff on educating and advocating for refugee students and their families	Refugee students will: advance at least one level in English fluency; report becoming increasingly accustomed to school and community; participate in at least two school or community activities during the school year
Refugee	Every child can	Staff, time,	Summer Program for	Refugee

<p>students will achieve academic success and persist to graduation [RSIG: Academic, out-of-school programs to increase English language proficiency]</p>	<p>learn, and every child needs an education to be a productive citizen and competitive in the job market.</p>	<p>facilities, para-educators, credit recovery programs, after-school tutoring programs, translators, accelerated learning programs, supplies, access to technology</p>	<p>credit recovery; after-school tutoring and credit recovery programs; instructional supplies; translators to assist in test taking; professional development for staff on educating and advocating for refugee students and their families</p>	<p>students will: show gains in academic readiness; percentage of eligible refugee students who were proficient or advanced as indicated by the PSSA or Keystone will increase; maintain consistent school attendance; make measurable academic gains over two years; achieve passing grades in math, science, and social studies; have a high school graduation rate of 85%; graduate by the time they turn 21 (Phoenix students)</p>
<p>Refugee students and their parents will feel comfortable with and accepted by their American peers [RSIG: Communication and dissemination of information]</p>	<p>Understanding cultural differences and opening avenues of communication will foster more productive and trusting relationships</p>	<p>District ESL newsletter; Bridging Refugee Youth and Children Services Bulletin; cultural websites; National Clearinghouse for English Language Acquisition</p>	<p>Translators available for parent-teacher conferences, home visits, and district communications; monthly PAC meetings; Parent Academy offered twice yearly; parent ESL classes offered twice yearly; Professional development for staff on educating and advocating for refugee</p>	<p>Professional development for staff will include information on cultural beliefs and behaviors, and how to serve as advocates for refugees and their parents; Current methods of</p>

about/for refugees]		Newsletter	students and their families; peer mentoring opportunities for high school refugee students to interact with rising 8 <sup>th</sup> grade refugee students	communication and information dissemination to continue
Refugee parents will feel empowered to serve as advocates for themselves and their children and will exhibit increased involvement in school and community events [RSIG: Refugee parents will become increasingly involved and engaged in their children's educational progress, process, and experience]	New refugee parents must be given ample opportunities and necessary supports to enable them to become involved in their children's schools and engaged in their communities.	Translators; varied forms of communication, parent involvement opportunities	Translators available for parent-teacher conferences, home visits, and district communications; monthly PAC meetings; Parent Academy offered twice yearly; parent ESL classes offered twice yearly; Professional development for staff on educating and advocating for refugee students and their families	Refugee parents will: attend parent-teacher meetings and PAC meetings; attend a Parent Academy; attend other school and community events

**ORGANIZATIONAL PROFILE** - The School District of Lancaster (SDoL or “the district”) holds the following mission statement: “Together We Can” work as partners in a diverse community to ensure all students graduate prepared to meet high expectations and serve as responsible citizens in a global society. Its vision: Together we set the standard for excellence in urban education. As an urban center in an otherwise rural area, our city has become a melting pot of cultures, ethnicities, and nationalities. Lancaster City has programs to assist newcomers with housing, clothing, food, and other basic needs, as well as organizations who work specifically with refugees.

Likewise, the SDoL has many resources in place for students who are transitioning to life in the USA. We have a refugee program, an International School in the McCaskey campus, ELL programs, access to social services, and after-school tutoring and enrichment for acculturation, academic assistance, and credit recovery.

The District has been the recipient of many grants – both large and small and from a wide variety of funding sources – to implement programs that benefit our students. We are multi-year grantees of 21<sup>st</sup> Century Community Learning Centers (including the recently funded Cohort 7), Educational Enhancement through Technology (EETT), and PA Pre-K Counts (including the recently funded expansion grant). We received our third round of GEAR UP grant funds to prepare students for college and careers, and we are first –round grantees for the new School Climate Transformation and Project AWARE federal grants. We successfully completed other federal grants in Readiness and Emergency Management for Schools (REMS), Safe Schools/Healthy Students, and Smaller Learning Communities, and received significant funding from the Gates Foundation and National Science Foundation. Additionally, we are multi-year recipients of Refugee School Impact Grants and are both familiar with and compliant with requirements for the grant, including reporting, evaluation, and attendance at required meetings. Our business office is well-versed in grants management; our student services department is skilled and knowledgeable in delivery of programs; and our curriculum and instruction office is on target with the latest methodologies and trends in education.

Our District is helmed by the Superintendent of Schools. He is flanked by the Cabinet, which includes the Chief Financial and Operations Officer, the Director of

Secondary Education, the Director of Elementary Education, and the Director of Student Services. His Executive Staff consists of the individuals listed above in addition to the Director of Facilities and Building Operations, the Director of Human Resources, the Coordinator of Community Relations, the Coordinator of School and Community Partnerships), the Business Manager, and the Information Technology Manager. The Coordinator of English Language Learners (K-12) is Katelyn Barlet, whose program provides services to the Refugee students. She holds ESL certification, Reading Specialist Certification, Masters in Language and Literacy Education, and a doctorate in Adult Education. Dr. Barlet reports to the Director of Elementary Education, and supervises the Campus Coordinator of ESL and World Languages, Amber Hilt. This is Ms. Hilt's third year in the position, in which she also takes responsibility for overseeing the RSIG programs. The Coordinator of Parent Involvement and Relations and the Coordinator of Extended Day /Year Programs report to the Director of Student Services. Principals of the schools attended by refugee students supervise the teachers in their schools. The High School Principal reports to the Director of Secondary Education. All parties collaborate to offer the best education possible for students. SDoL's organizational chart is attached.

**GEOGRAPHIC LOCATION** - The precise locations of our refugee program are the International School located at the McCaskey Campus (445 N. Reservoir St.) and the Phoenix Academy (630 Rockland St.), a credit recovery facility for students seeking alternate routes to graduation. Both buildings are located in the City of Lancaster. They serve students residing in Lancaster City and Lancaster Township, the two areas that comprise the SDoL, located to the west of the center of Lancaster County. For

orientation we are including a map of the school district in relation to other school districts in Lancaster County and a more detailed map of the school district itself.

**NEED FOR ASSISTANCE** - The SDoL is located in an urban center in an otherwise rural setting. Lancaster is a mid-size city with assets and challenges similar to those of other urban areas nationwide. Out of the 11,127 students who attend the SDoL, 59.2% are Hispanic, 17.9% are African American, 14.4% are Caucasian, 4.8% are Asian, and 3.7% are Multi/Other Races. Approximately 18% are English Language Learners, 18% receive Special Education services, and 4% are immigrants. Our Economically Disadvantaged population is 82%, and the District serves more than 1,000 homeless students throughout the year. At the McCaskey Campus, nearly 81% of students are economically disadvantaged, 19% are English Language Learners, and over 21% receive Special Education services. Only 46% of McCaskey students scored proficient or advanced on state standardized math tests, and almost 38% scored proficient or advanced in reading. At Phoenix Academy, more than 91% of students are economically disadvantaged, nearly 27% are English Language Learners, and over 31% receive Special Education services. In state standardized testing, just over 12% of Phoenix students scored proficient or advanced in reading, and slightly more than 7% scored proficient or advanced in math.

As these demographics indicate, we are a multi-ethnic, multi-cultural community. Students come from Iraq, Gambia, the Karen and Chin communities of Burma, Somalia, Viet Nam, Ethiopia, Cuba, the Congo, and more, with the greatest influx arriving from Bhutan. Our latest figures (November 2014) indicate we are serving 500 refugee students, and more are expected from various countries including the Congo region. Of

these students, 300 are at the high school level, and of these, more than half are Nepali –speaking Bhutanese. Other spoken languages include Amharic, Arabic, Burmese, French, Haitian Creole, Kachin, Karen, Khmer, Mandingo, Oromo, Somali, Spanish, Swahili, Turkish, Urdu, Vietnamese, among others. Our Refugee Student Impact ratio is 500 student refugees: 11,127 total district students, or 4%.

Refugees enter our schools with unique and varied needs, including: limited formal schooling and/or significant gaps in school attendance; little or no English spoken by students or family members; lack of appropriate school supplies, including uniforms, backpacks, and notebooks; lack of understanding of how our educational system works, how to access appropriate services and supports, and expectations of students and families. We believe Refugee School Impact funds, in conjunction with existing programs and services, will allow us to address these needs and help these students move towards assimilation.

**GOALS AND OBJECTIVES** - The overarching goal of our Refugee Student initiative is to foster these students' academic, social, and emotional development while reaching out to their parents to ensure their voices are heard and their needs are being met. The District will provide students with appropriate instruction that includes individualized academic supports and high-quality resources to ensure they remain in school, succeed academically, and progress toward graduation. We will also provide refugee students and their families with a suite of services designed to ease their acculturation and integration into the school system while boosting their confidence and assuredness in maneuvering through the education process. Our proposed program addresses the four required components of the grant:

1. *Academic out-of-school programs to increase English language proficiency* – accomplished through our after-school tutoring and enrichment programs that employ at least one ESL teacher, and summer credit recovery programs
2. *Activities and opportunities to assist in social adjustment* – also offered through our after-school and summer programs, but also including extracurricular opportunities at the high school, provision of essential personal and hygiene supplies, and access to technology
3. *Communication and dissemination about/for refugees* – provided by contracted translators for all written and oral communication by the District as well as publications put out by the International School and Phoenix Academy, and attendance at school and community meetings
4. *Refugee parental involvement and engagement in their children's education progress, process, and experience* - through our Parent Advisory Council meetings and Parent Academies, accompaniment of parents by translators to parent-teacher meetings and other school events; home visits by District personnel, and attendance at Nepali community meetings.

Students regularly participating in the program will demonstrate improvement in classroom performance and academic achievement. Participation in the RSIG program will show additional positive educational, social, and behavioral changes for refugee students and their parents. A full description of goals and indicators is provided in the Results and Benefits section.

**PROGRAM DESIGN AND MANAGEMENT** - Upon entry into the school district, all Refugee students will receive written and oral assessments from teachers and



will take the ACCESS (Assessing Comprehension and Communication in English State-to-State), a standards-based, criterion-referenced assessment that addresses the academic English Language proficiency of students in listening, speaking, reading, and writing. This data will be used as the baseline to gauge student increases in language proficiency. Additionally, Refugee Students' progress can be tracked through "tagging" the students in the district's student management system, thereby allowing teachers to monitor these students' academic outcomes on a quarterly basis in addition to their daily classroom observations.

Our refugee students start at the International School at McCaskey, a one-year transition program designed to address the needs of students who are new to the country or the district and who have limited English proficiency. Targets addressed include language acquisition, adapting to new cultural norms, and familiarization with a different educational system. However, the overarching goal of the International School is to prepare students, as much as possible in one year, for effective participation in mainstream classes. Students attend mathematics, social studies, and science classes (sheltered content), and take two courses of ESL (English as Second Language) at one of three proficiency levels, determined by the International School staff. The delivery method used is SIOP Model (Sheltered Instruction Observation Protocol), and is designed to support classroom teachers in meeting the academic and content specific language needs of English language learners. SIOP is comprised of eight components (Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment) that are aligned with current research in instruction for English Language Learners. In addition to the core

subjects, International School instruction focuses on teaching cultural values and norms while fostering an environment of tolerance and diversity. At the end of each marking period, students have the opportunity to transfer to the next ESL level with the International School or, depending on their English language proficiency score, may leave the International School and go to one of our Small Learning Communities (SLC) at McCaskey High School. The SLCs are aligned with certain themes (e.g. health sciences, media studies and communication, public leadership and service, technical and business, arts and humanities, technology, and honors and international baccalaureate) and use business and community organization partnerships to introduce students to careers through job shadowing, internships, and work-based learning. Older refugee students (19+) will be enrolled in Phoenix Academy, a small learning environment for students with specific needs related to credit recovery. The District's partner at Phoenix Academy, and in this initiative, is Camelot Education. Camelot offers accelerated education programs to aid our struggling and over-aged students. Camelot works collaboratively with the District to support students through custom tailored curricula, safe learning environments, counseling and social services, student leadership development, remediation, academic enhancement, and drop-out prevention. Phoenix Academy presently serves 303 students, of whom 2% are refugee students and 28% are English Language Learners; however, the numbers are expected to increase to 350 students enrolled by the end of the month with many of those being refugee students. Phoenix Academy offers small intervention groups, one-on-one assistance with para-educators, as well as the ability to work individually. The delivery method is computer-based instruction using the PLATO system with a teacher present

to provide assistance and additional instruction as needed. Refugee students use computer-based instruction for mathematics and science, but instruction in communication arts and social studies is via the SIOP Model. This dual delivery method allows the refugee students to get intensive and individualized instruction in language-heavy subjects, but also allows them to mingle and learn side-by-side with regular Phoenix students during computer-based instruction. Students must be at least 18 years old and have earned at least 5 credits to be enrolled in this program. The goal of Phoenix Academy is to get older students, including older refugee students, graduated by the time they are 21 years of age. Additionally, translators will be contracted to assist in oral and written communications to aide students in test taking and to reach out to the Nepali community through home visits, parent workshops, and parent-teacher meetings.

We offer an after-school tutoring and enrichment program funded by a 21<sup>st</sup> Century Community Learning Center grant that specifically targets the McCaskey Campus and Phoenix Academy, and offers credit recovery programs to help students catch up and graduate on time. The after-school program at McCaskey runs Mondays through Thursdays from 3:15 pm to 6:15 pm. Homework support and tutoring in Math, Science and Communication Arts occurs, with computer access available for research, writing reports, and working on projects. At Phoenix, two grouped sessions are held, running Monday/Wednesday and Tuesday/Thursday from 4:00 pm to 6:30 pm. Students must attend both days. Tutoring, homework, and credit recovery occur. After –school staff assist students in one-on-one and small group interactions. This grant program is managed by Kathryn Loferski, Coordinator of Extended Day/Year Programs, and

Barbara Lombardo, Development Coordinator, both of whom have multi-year experience in running successful 21<sup>st</sup> Century grant programs.

To help meet the academic needs of refugee students in the International School and at Phoenix Academy, RSIG funds will be used for a 6-week Summer Program at Phoenix Academy, including transportation. The program will run for 6 weeks starting near the end of June and running through July in both years of the grant. The program will run Mondays through Thursdays from 8:00 am to 12:00 pm. Two classes, one in Math, one in Communication Arts, will be offered for 1.5 hours each day (8:30 – 10:00 and 10:00 – 11:30). Students will have access to a computer lab for conducting research and working on assignments. The District will contract with Camelot Education to deliver this program. RSIG funds will be used to provide transportation to the program for the refugee students and to pay a District-Camelot liaison to assist in data collection and programming. Also, Wellness Works Wonders will be contracted to lead the students in stress management and coping skill techniques in two forty-minute sessions held every Tuesday morning throughout the summer program to support their mental health.

During the summer district nurses and a dental hygienist will perform outreach to refugee students and families to inform them of available physical and mental health services and to assist them in filling out applications, in addition to attending to their medical needs. Our Nepali translator will assist the nurses and refugee students to ensure accurate communication.

The summer months will offer two opportunities for high-school aged refugee students to interact with rising eighth grade refugee students through peer mentoring.

The students will participate in two field trips to local areas of interest giving them opportunities to discuss issues, seek and render advice, and provide support. The rising eighth graders will enter high school knowing some of the older refugee students and will be able to continue their interactions during the school year.

A Data and Programming Liaison working with Ms. Amber Hilt will be in place throughout the grant to help maintain adherence to grant programs, accumulate data, and achieve grant goals.

To assist in meeting academic and acculturation needs, RSIG funds will be used to purchase supplementary educational materials for learning and organization (such as dual language books, dictionaries, flash drives, backpacks etc.) and appropriate supplies for personal care and appearance (toothpaste, toothbrushes, soap, shampoo, etc.).

The International School disseminates cultural information on a regular basis regarding the various countries of origin represented by their current student enrollment. This information includes, but is not limited to, the Bridging Refugee Youth and Children Services (BRYCS) Bulletins and webinar series alerts, cultural websites from a variety of sources, including the Lutheran Refugee Services and Church World Services, as well as the National Clearinghouse for English Language Acquisition (NCELA) Newsletter. A district ESL newsletter highlights student achievement of English language learners, and flyers and e-mail notices announce multicultural school and community events. Professional development for our teachers and staff will address the cultural differences in beliefs and behaviors, and how to reconcile them with the American culture to ease the transition for both refugee students and their parents.

To further assist our refugee students and their families, we will provide translated materials and translation services for school communications (enrollment forms, school policies, discipline guidelines, etc.), as well as bilingual translators to accompany families to school events (Back to School nights, parent-teacher conferences, etc.) and to help them negotiate the educational, social service, and health care systems in our community. Additionally, we contract with Language Line, a phone-based translation and interpretation service, to ensure our refugee students and their families can communicate with school staff. Our Parent Academies, offered in the fall and spring of every school year, have a track especially designed for parents of refugee students and English language learners to guide them through the educational process and provide opportunities for acculturation. Monthly Parent Advisory Council meetings also provide refugee parents opportunities to learn about the American educational system and advocate for their children's needs. Parent activities are funded through Title III.

**RESULTS AND BENEFITS** - We have identified the following outcomes for our SDoL Refugee Student Initiative and aligned them to our goals:

*Goal 1: Refugee students will acquire confidence and self-initiative through cultural assimilation and language acquisition*

- 50% of refugee students will advance at least one level in English fluency as measured by reading, speaking, listening, and writing pre-tests compared to reading, speaking, listening, and writing post-tests..
- At least 75% of refugee students will report being increasingly accustomed with school and community based activities as shown by results of pre- and post-surveys during each six-month reporting period.

*Goal 2: Refugee students will achieve academic success and persist to graduation*

- 65% of refugee students will progress 10% in academic readiness as measured by reading, speaking, listening, and writing pre-tests as compared to the same battery of post-tests.
- 85% of refugee students attending Phoenix Academy will graduate by the time they turn 21 years of age as indicated by district graduation records.
- Eligible refugee students will have an attendance rate of 75% or better
- 40% of refugee students will attend the after-school program for tutoring and acculturation, as indicated by attendance records.
- The number of refugee students making academic gains over the two year period will increase by 10% as measured by 4Sight and/or DIBELS scores if used
- Refugee students who are proficient or advanced in the PSSA and Keystone will increase by 10%
- Refugee students who achieve a passing grade (70%+) in math, science, and social studies will increase by 10% as measured by class
- Eligible refugee students will have a high school graduation rate of 85%
- Eligible refugee students will have an attendance rate of 75% or better as measured by attendance records

*Goal 3: Refugee students and their parents will feel comfortable with and accepted by their American peers.*

- A minimum of two hours per year of professional development for school staff and administration will be provided and will address educating and advocating

- for refugee students and their families by understanding and reconciling cultural differences and helping to disseminate this information
- Current methods of communication enhancements (translation services) and information dissemination (newsletters, bulletins, district website) will continue
  - At least 75% of eligible refugee students will participate in at least one school or community sponsored event as shown by student self-reporting and sign in sheets if available
  - At least one community based activity will be held to increase awareness about refugees every six month reporting period
  - At least one school based activity will be held to increase awareness about refugees every six-month reporting period

*Goal 4: Refugee parents will feel empowered to serve as advocates for themselves and their children*

- At least 75% of refugee students' parents will participate in at least four parent involvement/engagement activities
- At least 75% of refugee students' parents will attend parent-teacher meetings with an interpreter and will receive transportation if needed
- At least 50% of refugee students' parents will attend at least one Parent Advisory Council meeting in each school year

These goals and objectives mesh completely with PDE's required objectives for statewide program evaluation indicated in the next section.

**EVALUATION** - The following objectives have been identified by PDE for use in our proposed program and measured by the state evaluator:



- The number of refugee students making academic gains will increase over the two year period of the grant as measured by student grades/district records.  
Baseline: N/A (Goal 2)
- The percentage of eligible refugee students who were proficient or advanced as indicated by the PSSA and Keystone exams will increase by 10% as measured by district records and test scores. Baseline: 2013-14 data (Goal 2)
- The percentage of eligible refugee students who achieved academic gains will increase by 10% as measured by 4Sight and DIBELS scores if used. Baseline: 2013-14 data (Goal 2).
- Refugee students who achieved a passing grade of 70% or higher in math science, and social studies will increase by 10% as measured by class grades.  
Baseline: First full marking period (Goal 2).
- Eligible refugee students will have a high school graduation rate of 85% as measured by district records. Baseline: N/A(Goal 2)
- Eligible refugee students will have an attendance rate of 75% or better as measured by student attendance records. Baseline: First full marking period (Goal 2).
- At least 75% of eligible refugee students will participate in at least one school or community sponsored activity as determined by student self-reporting and sign-in sheets if available. Baseline: 0 upon school enrollment (Goal 3).
- At least 75% of eligible refugee students will report being increasingly accustomed with school and community based activities as measured by results

of pre- and post-surveys administered during each six-month reporting period.

Baseline: Pre-survey results (Goal 1).

- At least 75% of refugee parents will participate in at least four parent involvement and/or engagement activities (workshops, information sessions, Parent Academies, etc.) as measured by attendance records. Baseline: N/A (Goal 4).
- At least 75% of refugee parents will attend parent-teacher meetings with an interpreter and will receive transportation if needed. This will be measured by attendance records. Baseline: N/A (Goal 4).
- At least 50% of refugee parents will attend at least one Parent Advisory Council meeting (SDoL's PTA/PTO) in each school year for the 2014=16 grant terms. This will be measured by attendance records. Baseline: N/A (Goal 4).
- School staff and administration will receive at minimum two hours of professional development on educating and advocating for refugee students and their families each grant year as measured by professional development attendance records. Baseline: N/A (Goal 3).
- At least one community based activity will be held to increase awareness about refugees every six-month reporting period as demonstrated by attendance records. Baseline: N/A (Goal 3).
- At least one school based activity will be held to increase awareness about refugees every six-month reporting period as measured by attendance records. Baseline: N/A (Goal 3).

Student progress regarding these objectives and the objectives identified by SDOL and reflected in the Results and Benefits section will be analyzed quarterly by

International School staff, with continuous monitoring and observations taking place on a daily basis. Adjustments and recommendations for support services will be made accordingly. We will cooperate with any and all evaluation requests and requirements for PDE and their state evaluators.